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ABSTRACT

Three issues of the journal include special foci on student teaching/internships in special education and educating low incidence children in New York City 1853-1945 along with a potpourri issue. The potpourri issue addresses student tutors in the classroom, new directions in the education of the gifted, and a marine education and language development program. Among topics examined in the issue on student teaching and internship are preservice preparation of teachers to work with paraprofessionals, successful student teaching with visually impaired children, and student teaching and school discipline. The overview of New York City special education includes articles on the role of parents in special schools for problem children, the occupational training school, and a special day school for the socially maladjusted, emotionally disturbed child. (CL)

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the FORUM

A Publication of The New York State Federation of Chapters of the Council for Exceptional Children

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Instructions for Authors

The Forum is a refereed journal. Unsolicited articles are accepted from C.E.C. members only. *Issue Editors* with ideas are welcome.

Manuscripts submitted for publication in *The Forum* must be *typed* on one side of 8½ x 11 white paper, double spaced including quotations, footnotes, and references with margins of one inch. Manuscripts must follow A.P.A. standards and should be sent to the *Editor.*

Please include home and professional addresses and telephone numbers, your professional title, and C.E.C. chapter number. *Guidelines for authors* is available from *The Editor.* If your manuscript is accepted for publication, a 2 x 2 photograph will be requested.

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President's Message

I have now settled into my duties as President and am enjoying the challenges which I face. Sally Quinby has moved up to President-Elect; Bertha Perez was appointed Vice President; Lois Smith was appointed Treasurer; and Joel Brodsky is now serving as the Regional Representative for Long Island. These appointments have provided our Executive Board the continuity for effective governance.

I am pleased that the Executive Board has tried some new approaches to serve our membership. Realizing the budgetary constraints faced by everyone, we have successfully carried out three regional Conference in Binghamton, Buffalo and on Staten Island. These conferences have been possible only through the cooperation of the Regional Representatives in each of these areas. During the remainder of this year, we will continue to depend more and more on the Regional Representatives to help us reach each member. For example, elections this year will be conducted through chapters with the assistance of the Regional Representatives. In this way we hope to directly involve more of our membership.

We are also cooperating with the National Office to reduce the number of at-large members and to increase the number of members who belong to CEC Chapters. In New York State we have a tremendous number of at-large (0248) members. If these members decided to affiliate with a local chapter, your chapter would realize three important benefits: 1) increased member talents and resources; 2) increased member participation; 3) more dollars rebated from membership dues. In addition, the members who decide to transfer from their at-large status to affiliation with a chapter will receive the significant benefit of information and involvement of the local level at no additional cost. A map is included in this issue of *The Forum* to assist members in locating the local chapters. Sally Quinby, our Federation Membership Chairperson, can assist with any problems. We would also be happy to assist members interested in forming new chapters.

The elected members of the Federation Executive Board are dedicated and hard working. We are attempting to represent you and meet your needs. However, you must communicate these needs to us. As we are planning our next state-wide conference in Buffalo for Nov. 1 and 2, 1984, please send us your suggestions. As we try to develop new ideas, we solicit your input.

New York State has the third largest membership in the nation. We have many strengths and resources from which to draw. When I met with the Executive Board in November, I saw each of them facing his or her responsibilities with a singleness of purpose and dedication to do what is best for special education in New York State. Let's not forget why we exist as an organization. In a sense, we must also return to the "basics"—our purpose is to provide special students with an appropriate education. We want to make New York State the exemplar in services to exceptional individuals and that will take each and every one of us.

For NYS Federation President's Cocktail Party at National Convention, see Conference Program.

VIEWPOINT

A Pot Pourri

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With the advent of 1984 it seems appropriate to reflect on a variety of concerns confronting special education today. With this thought in mind, the editors chose "Pot Pourri" as a theme for this winter's issue of *The Forum.* The issues are numerous, diversified and complex, stimulating interest from all facets of the discipline. Occasionally, it is beneficial to hear from areas other than those most closely associated with one's individual interest. Special education, by law and because it is right, is becoming "de-categorized" and integration and functionality are becoming the acceptable jargon of the 80's. It is incumbant upon each of us to recognize the contributions of various areas thereby enriching our ability to become service providers for the wide spectrum of individuals entrusted to our care.

Contained in this issue of *The Forum* are unsolicited articles pertaining to (1) parental participation in the education of gifted children, (2) student tutors in the classroom for retarded children, (3) classification of students as emotionally disturbed, learning disabled, and socially malajusted, (4) a model for parents of pre-school learning and behaviorally disordered children; (5) an optional and alternative approach to teaching language development; (6) knowledge of teaching strategies appropriate for visually impaired students; and (7) aid for the problems of mentally retarded parents. The articles provide insight into the complexities involved in the education of students identified as individuals with special needs—a true pot pourri of valuable information.

For Future Issue

Editors of *The Forum*

The Forum is seeking editors and co-editors for future issues that report on topics related to aspects of special education in New York State. Issues will contain articles related to the (1) history, (2) current state, and (2) future of the topic addressed in the issue.

If interested, please contact the *editor.*

New Directions in the Education of the Gifted

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Parents as a natural ally of the school are a primary source which teachers and administrators have barely explored. The movement, Parents as Partners in Education, is often more of a wish than a reality. This appears to be the case regarding the education of the gifted and talented. Findings of a study conducted in elementary and secondary schools indicated that, in particular; professional parents leave the education of their children to educators.

Literature and Legislation

The literature indicates that parents, and in particular parents of gifted and talented, should take a new and expanded role as partners in school programs and activities in which their children are enrolled (Abrahams, 1979; Sellin and Birch, 1980). Almost all school systems indicate a desire for further interaction with parents of the gifted and talented. A multi-district study undertaken by Smutny (1981) found that administrators expected parents to participate in the planning of programs but were disappointed at the parental response. The involvement of educated parents, as reported by Terman and Oden (1959), plays a significant part in motivating their child's use of giftedness. Usdan (1981) concludes that if educators want schools to be successful they must develop closer ties to parents. "There is little evidence in research that parents are systematically involved in the schooling of their gifted children; and much expert opinion suggests that parents of gifted children are not often involved" (Callahan and Kauffman, 1982).

Since the 1970's the federal government has had a strong influence in introducing the slogan, "Parents as Partners," to the educational scene. The passing of Title I (Chapter I) for the disadvantaged and Public Law 94-142 for the handicapped mandated parental involvement in educational programs. No such mandate for parental involvement is present in Public Law 95-561 which sets forth guidelines for educating the gifted and the talented. Although the federal law is silent on mandated parental participation for the gifted and talented, its assumptions should apply (Kauffman, 1982). To date, only one state mandates that the parents of the gifted and talented share responsibility and decision-making with educators. Despite the literature and the legislation, the degree of parent participation in the education of the gifted, as generally reported by administrators, teachers and parent leaders, remains minimal.

Involvement of Parents of Gifted and Talented Children: The Study

To determine the extent of parental participation in selected school activities related to gifted and talented children, 1000 questionnaires were distributed to parents in public and non-public schools at both the elementary and secondary levels throughout the five boroughs.

These questionnaires consisted of a checklist of 27 selected school practices in addition to items providing information on the education of parent, school location, and position of parent in school association. For the purpose of this study, the definition of the Office of Gifted and Talented, United States Office of Education (1978), was used:

> Gifted and Talented children are those having high potential or performance in one or more of the following areas—general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual or performing arts and psychomotor ability or any combination of these.

It was found that parents do get involved but with varying degrees of interaction. Professional parents and parents with at least a college education, tended to participate less than others in school activities concerning their gifted and talented children.

Reactions of Parent Leaders In Education To Findings of the Study

As a follow-up to the study parent leaders were interviewed and shared their opinions. Representative comments included:

- A President of a Citizen's Organization for Gifted and Talented Children said it was the responsibility of parents to fight for public education. In her experience, professional parents did not attend meetings of the School Parents' Organization nor in fact were they even members.

- A professional working parent indicated that one's participation in children's education goes in stages. Further, she stated that professional parents are not interested in getting caught up with politics existing in public and private schools. She calculated where her energies were going; the classic things parents were expected to do, such as baking brownies, had no appeal for her.
- A newspaper reporter emphasized that educated parents may not become involved in school activities because of demanding jobs. What parents need, he suggested, is to be taught "how to" become effective partners in education.
- A high school dean believed that some professional parents are prompted to enroll their children in private schools and leave the education of their gifted children to the educators.
- An attorney commented that professional parents give less time to school activities but they spend more time with their gifted youngsters after school.

These interviews suggest that present school activities are not attractive to professional parents. Further, the time scheduling of school meetings is often inappropriate for them. Today's changing families have changing needs. It would appear, therefore, that the parents of the gifted and talented are not fulfilling the new directions calling for Parents as Partners in Education set out for them in current literature and legislation.

Where Are We?

With the complexity of factors impinging on education today—the technological revolution, the economic constraints and new life styles—it is imperative that a closer look be taken at the parents' role as a partner in the education of the gifted.

- Do principals and teachers recognize their role in intiating two way communication programs with parents of the gifted?
- Are educators really providing vital, dynamic opportunities for effective involvement and utilization of parents' diversified talents and resources? Do they clarify the specific contributions parents can make?
- Are educators in step with the changing needs of families? Do they carve a special role for professional parents who have time constraints?
- Are Boards of Education and Universities providing direction and training for administrators and teachers in developing sound parental involvement programs?
- Have researchers examined just how professional parents would like to participate in school programs for gifted and talented children?

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Student Tutors in the Classroom: Help for Today and a Promise for the Future

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The benefits derived from using classroom aides and volunteers has been acknowledged by special educators (Buffer, 1980; Cuninggin, 1980; and Kahan, 1981).

This article describes how nonhandicapped students of high school age can be used to tutor educable mentally retarded students of comparable age. The tutoring takes place in both the special education classroom and the classes in which the handicapped students are mainstreamed. The tutoring program is located in the Medina High School, Medina, New York.

The tutoring program has been in operation for four years and has the endorsement and cooperation of the administration and faculty. Some of the major benefits that have resulted from the program include:

- —additional instructional support for the special education students at no cost to the school district;
- —the image/status of the special education students and the special education program have improved as a result of using tutors who are recognized by faculty and students as school leaders;
- —the tutor and tutee relationship has resulted in genuine friendships being formed; positive attitudes of self worth have been experienced by both groups of students;
- —the tutors have identified career choices from their experiences; five of the former tutors are now college students majoring in special education;
- —the program has been cited as exemplary by the New York State Education Department.

Selection of Tutors

The selection of the tutors begins with teacher recommendations. A memorandum is sent by the special education teacher to the faculty asking them to recommend students they believe would qualify for the tutoring program. The recommendations must be based on demonstrated qualities of responsibility, scholarship and positive role model behavior.

After receiving the recommendations from colleagues, the special education teacher sends a letter to the recommended students inviting them to attend an informational meeting. At the conclusion of the informational meeting each prospective tutor is given a commitment/information form. Students are asked to complete and return the form only if they are willing to commit time to the tutoring program for the school year.

The students who return the commitment/information form then meet with the special education teacher individually to discuss the role of tutor. The special education teacher makes the final determination as to who will be selected based on evidenced scholarship, leadership attributes, attitude, and interest displayed by the student.

Tutor Orientation

After the selection of the tutors the special education teacher must determine which of his students should be paired with the tutor. The match is based on:

- —needs of the special education student
- —tutors' strengths, particularly in academic areas
- —common interests the students share
- — availability to tutor, i.e., class schedule
- —additional information to support a match

When the pairing has been completed the tutor is informed of the special education student's needs, with specific emphasis on preferred style of learning and teaching methods that can be used to facilitate learning. The student's IEP goals are discussed and appropriate instructional materials and strategies are selected for the tutoring situation. Lastly, procedures for evaluation and record keeping are discussed. Although the tutor would have limited use of confidential materials, the importance of protecting the confidentiality and rights of the special education student is stressed.

Role of the Student Tutor

The primary responsibility of the student tutor is to help the retarded student further develop the academic and social skills necessary for successful integration into the regular class. The academic skills are developed through tutoring under the guidance of the special and regular education teachers. The social skills are primarily demonstrated through the actions of the tutor, i.e., dress, attitude and role modeling. Most often, the tutor will be assigned to assist the mainstreamed student to develop skills that are concommitant with the material being taught in the subject area in which the student is mainstreamed. For example, a mainstreamed student in home economics would receive help from the tutor in learning skills necessary for dry and liquid measurement. The tutoring is done in the special education classroom and in the mainstreamed class. Having the tutor accompany the retarded student to the class in which they have been mainstreamed provides necessary support services and reduces the chances of failure.

Student Tutor Schedule

The tutors' schedule are based on the needs of the special education students. The chart indicates how the tutors have been utilized.

Periods	M	T	W	T	F
1	BRENDA - accompanies multiply handicapped student to the Home Economics class.				
2	MAUREEN - tutors 3 students on measurement and reading skills to support their placement in home econiomics.				
3			DAVID - works with student on planning and drawing skills to support Industrial Arts placement.		
4					
5					
6					
7					
8			SANDY - accompanies a physically handicapped student to physical education and helps with physical fitness.		
9					

Summary

The Medina High School tutoring program has demonstrated that non-handicapped school students can be very effective tutors for their high school peers who require special education. As a result of the tutoring, retarded students have experienced more instructional and social success. A more positive image of the retarded students and the special education program has developed. Especially noteworthy is the fact that the tutoring experience has led to career choices in the special education field by five of the tutors.

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Notes

*Copies of request forms, candidate referrals and tutor information/commitment forms are available from the authors.

Classification of Students As Emotionally Disturbed, Learning Disabled and Socially Maladjusted

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Ever since the passage of the Education for All Handicapped Children Act (PL-94-142), Committees on the Handicapped throughout the nation have endeavored to identify handicapped youngsters, in order to recommend special education services, as is required by this law. This paper deals with the differential classification of students into three categories—seriously emotionally disturbed, learning disabled and socially maladjusted; as distinctions between these categories are often difficult to make.

Our schools contain many students who have learning disabilities, emotional disturbances or are socially maladjusted. Estimates of prevalence vary. Kass & Myklebust (1969) suggest 3 to 5% of the student population as being learning disabled. Van Osdol and Shane (1982, p. 261) state regarding learning disabilities that "estimates of incidence seem to depend on individual interpretations of the scope of the category and may vary from 5 to 20% of the total student population." PL 94-142, however, limits the percentage of school population eligible for federal funding, at only 2%. McCaffrey and Cimming (1969) report an expectency of 5 to 10% of all children as emotionally disturbed. Van Osdol (1982, p. 310) summarizes various estimates by stating that the "prevalence (of emotional disturbance among the total school population) seems to fall consistently within the 5 to 15% range." Regarding social maladjustment, Morse (1975, p. 559) notes, "if 2.4 percent of the youthful population is involved in official delinquency, then there is at least this percentage of maladjustment." If one also considers as being within this category, the large number of students with drug or alcohol addition as well as other maladjustment problems, this category is much larger.

Definitions

Federal Regulations (1981) currently define "seriously emotionally disturbed as follows:

> The terms means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
>
> (A) An inability to learn which cannot be explained by intellectural, sensory, or health factors;
>
> (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
>
> (C) Inappropriate types of behavior or feelings under normal circumstances;
>
> (D) A general pervasive mood of unhappiness or depression; or
>
> (E) A tendency to develop physical symptoms or fears associated with personal or school problems.
>
> (ii) The term includes children who are schizophenic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.
>
> (Code of Federal Regulations, 1984, pp. 781, 782)

Federal Regulations (1981) define "specific learning disability as follows:

> "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural, or economic disadvantage." (p. 782)

Socially maladjusted youngsters are excluded from the "seriously emotionally disturbed" category. This term is not specifically defined by the regulations; however, conceptually, the emotional disturbance—social maladjustment distinction is difficult to make. Thus, Morse (1975) uses both terms, discussing the education of "socially maladjusted and emotionally disturbed children without defining what each of the terms means.

The current New York State Regulations (1982) define learning disability and emotional disturbance in wording quite similar to the federal regulations. The New York State regulations also exclude the socially maladjusted from the definition of emotionally disturbed, without defining the term, socially maladjusted.

Problems With Differential Classification

Many students who display the characteristics of learning disability also display characteristics which may be thought of as indications of serious emotional disturbance. Cruickshank & Paul (1980) include "inadequate impulse central" "liability of affect", "conceptual and abstract thinking disturbances" and "socio-emotional disturbances" among the characteristics of learning disability. Note the Cruickshank (1966) has suggested the use of the term "brain-impaired" as a preferable term to learning disability. Clements (1966) has listed ten of the most frequently cited characteristics of learning disabled children. These include hyperactivity, emotional liability, impulsivity and disorders of memory and thinking, among others. Van Osdol and Shane (1982), in their chapter on learning disability, devote much emphasis to hyperactivity. Distinguishing emotional disturbance from learning disability often becomes a question of: are such "emotional" indicators as those listed by Clements, the primary problem or is the learning disability primary? Distinguishing a learning disabled child from an emotionally disturbed one can, at times, be akin to the old "chicken and the egg—which came first" question. Learning difficulties can lead to emotional difficulties. Emotional difficulties, however, can also interfere with learning and result in what may appear to be a learning disability.

The distinction between emotional disturbance and social maladjustment is also difficult at times. In fact, there is no line separating these two conditions. While an "emotional disturbance" can have genetic, constitutional or other individual causes, it is clear that certainly, in many cases, the environment plays a large role. Most "emotional disturbance" can also be looked at, to an extent, as social maladjustment.

An example of the difficulty in distinguishing "emotional disturbance" from social maladjustment is contained in a research study performed by Raush, Dittman & Taylor (1959). Raush, et. al. studied six hyper-aggressive boys whose disorders seemed to be the result of insufficient ego controls. In comparing the relative influence of situational factors and individual factors, predictive uncertainty was reduced more using situational factors. However, the interaction between person and situation factors was more important than was the person factor or the situation factor considered alone.

Peterson (1968) concluded regarding the Raush et. al. study, "Which is more important for behavior, the person or the student? Raush and his colleagues agree that this is a meaningless question—like heredity and environment, the two cannot be uncoupled" (p. 19).

Thus, the choice of whether to view a child as being "emotionally disturbed" or being socially maladjusted can, at times, be meaningless. For as Lewin (1935, p. 79) wrote, "to understand or predict the psychological behavior (B) one has to determine for every kind of psychological event. . .the momentary structure and state of the person (P) and of the psychological environment (E), B = F (PE.)"

Solution: "Noncategorical" Classification

How, then, are C.O.H.'s to differentially classify among these three categories? The answer lies in how we view classification. Kelley (1969) concluded that classification should be "non-categorical." That is, "the classes are retained as abstractions and are not walled off concretistically to encapsulate events" pp. 297, 298). We need not think of our students, therefore, as actually being "learning disabled," "emotionally disturbed," or "socially maladjusted." These are simply abstractions for understanding the students to enable them to receive the education which they need.

If a student seems to be hard to characterize as either learning disabled or emotionally disturbed, but seems to fit both categories, the solution does not lie in playing "the chicken or the egg game." Rather, the answer lies in examining the available program options. The student should be placed in that program which seems best able to meet his needs; if a label must be assigned, use the one which better fits the educational program, as long as it fits the student under consideration.

If the distinction to be made is between emotional disturbance and social maladjustment, again the answer lies in the nature of available educational program options. A student who can respond well in a regular educational program is socially maladjusted. One who cannot is emotionally disturbed. The reason for this distinction is that the legal term "seriously emotionally disturbed," implies a more serious problem in the youngster sufficient to be seen as a handicapping condition. However, "socially maladjusted" implies a less serious non-handicapping condition.

Using this criterion suggests that perhaps the best way to fulfill the "least restrictive environment" provision of PL 94-142 is not by continually expending "special education." Rather, the answer lies in improving all education. Through the provision of alternative programs and through bringing special educational techniques such as individualization, Individualized Educational Plans, and the provision of related services such as counseling to regular education, we may be able to handle more students in regular education. This would diminish the role of the special classes, as more students would be able to be seen as being socially maladjusted; i.e., having social adjustment problems which regular education is capable of meeting. Such an approach would also diminish the number of students who need to be classified as learning disabled, since, if our regular education can meet the needs of the slow learners, why classify them? The labels of learning disability and emotional disturbance could then be reserved only for those who truly need them.

The solution to the differential classification problem lies in how we view classification. If viewed as simple abstractions to aid in finding programs the differential classification problems dissolve.

Classification by Committees on the Handicapped is for the purpose of providing appropriate education. If more appropriate education were provided in regular education, classification would less often be necessary.

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A Practice Model For Families With Disabled Children

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Pre-Schooler's Workshop (PSW) was established in 1966 as a facility for the identification, evaluation and education of the young child with delayed or deviant development. It is chartered by the Regents of the State of New York as a private, non-profit educational institution. Over the years there have been many additions to the basic school program and today the Workshop provides a broad range of services to disabled children and their families. This paper describes the school; its service to children and their families conceptually and in practice.

The School

Classes are provided for children, ages 15 months to 7 years, with learning, language and behavior problems. Children are in school 5 days a week, for 12 months. Tuition and transportation are free to families. Costs are carried by the Family Court, State Education Department, or local school district for children with approved placements.

All classes are small, approximately 7 children, with an adult to child ratio of 3 to 7. Multidisciplinary teams, which include parents, provide special education, speech, occupational, and physical therapies to the children for implementation in class and at home. Counseling and family support services are an integral part of the program.

A Conceptual Family Practice Model

The parent's initial school contact is a key point. This contact is our first opportunity to open lines of communication and establish trust. Parents are encouraged to voice their concerns and priorities from the very first telephone contact. They bring to the screening interview a checklist (developed at PSW) which details their preliminary assessment of their child's current functioning. It indicates their major concerns. At this time we are mindful that the recently completed outside diagnostic procedures and labeling process, essential for funding and referral purposes have evoked great parental distress and turmoil. We know that the diagnosis of a handicapping condition in a child presents frightening, concrete evidence that jeopardizes the parental dream. Parents are emotionally in turmoil, pressed to find and choose a suitable preschool program while they still fervently hope and pray the diagnosis and referral are in error. For all these reasons parents are especially sensitive to any perceived professional criticism or judgement.

We approach families with the additional following assumptions:

- Families and parents are loving, responsible and capable. Similar to those in the general population, they too differ greatly amongst themselves in their personal adjustment, functioning and nurturing capabilities.
- While family interactions have not produced the child's pathology, they may influence outcome.
- Initial parental confusion and overwhelming anxiety is a normal reaction to a psychological crisis; the first phase of identification of a handicapping condition in their child.
- Family dysfunction is often a reaction to complicated child care burdens and chronic stress.

Programs for Parents

All new parents are expected to attend orientation meetings, collaborate in their child's formal shared assessment, and join their teams at least twice annually to review their child's progress and set new goals. Additional program offerings are later available.

Orientation Groups

All new parents are expected to join an orientation group when they first begin. It is coordinated and led by the school social workers. Content is responsive to initial parental contents regarding school services for their child. Key supervisory staff describe programs and are available for questions and comments. School expectations for parental participation and optional offering are also presented and discussed. There are usually 12-15 members in this group (which is open to new arrivals) but it may be smaller. They meet weekly for one and a half hour sessions of a series of 4-6 weeks. We have noticed that an informal social network usually begins to develop amongest parents who share a common situation and are coping with a similar life crisis. These contacts have provided solace and eased the pain of social isolation common to our families with disabled children beginning school.

The 5 P's (Parent Professional Preschool Performance Profile)

The 5 P's provide the second key step in establishing a partnership between parent and school. Indepth evaluation starts with the child's enrollment in school. Parents are trained to participate in preparation of a comprehensive assessment of their child's functioning. Because at first a family is most likely to perceive their child's problems as paramount and other family needs as subordinate, parents have usually been willing collaborators on this major time consuming initial task.

The family's assigned counselor (social worker or psychologist) assists with group seminars training parents to observe and rate their child's performance. The 5 P's involves parents and teachers, and child's two primary caretakers, in a simultaneous assessment of the child's behavior in the child's two primary settings, home and school. It is completed twice yearly. A profile of each child is formulated with a focus on the following critical areas: classroom adjustment and daily routines; self-help and motor skills; language; social and cognitive developments.

For parents new to Pre-Schooler's Workshop (PSW) this shared responsibility for assessment initiates them into a working partnership. This concrete first family assignment helps parents develop observational skills. It gives them a better understanding of their child's current level of functioning with specific information regarding realistic, short-term expectations. The focus on task completion, provides direction and sometimes there is immediate relief from anxiety and confusion. It also provides a natural opportunity for an early discussion of goal setting, parent priorities and family coping capability. The dialogue regarding assessment sets the stage for the next parent/professional task, shared responsibility for *implementing* the IEP and preparation of the Individual Family Plan (IFP).

Considerations in Preparation of the I.F.P. (Individual Family Plan)

The Individual Family Plan (IFP) is a plan with a family focus designed to protect, strengthen and support all its members, as well as the nuclear unit. The IFP sets immediate short term family goals, determines the method of dealing with particular life crises, and reconciles this with the needs of the handicapped child. In the same way that we value an IEP for each child so does individuality remain the cornerstone in our work with parents. We have found too many variables affecting family life to propose that one program is appropriate for all.

Since parents are not seen as interlopers or presumed to be clients, but rather approached as partners in the education of the child, we view their problems in family life and child rearing as problems that can also be solved together. The capacity of the family with a disabled child to achieve equilibrium (structural strength and adaptive coping) is shaped by many factors, such as parental work responsibilities, additional financial burdens, and the needs of other children in the family. The organization of the nuclear and extended family and the nature of these relationships can be a source of help or the site of additional complications. Included in the IFP is information about the disabled child; i.e., age, appearance, physical stigmata, diagnosis and current level of functioning. Extraordinary demands and needs for child care are noted. All these factors can contribute to family stress.

Other Program Options For Family Participation

All new mothers are urged to join a first year closed group of 12 to 15 mothers who meet weekly for 1½ hours and runs until June. This group gives parents an opportunity to share their concerns and fears about their child's diagnosis and its implications. Most important, it focuses on the value of establishing routines for the disabled child (i.e., sleeping, toileting, eating). It provides assistance in problem solving and achieving these goals, with support from the group.

A second year for mothers interested in an introspective approach is available following completion of the first year group. There is an indepth focus on the problems and feelings associated with bearing and rearing a disabled child. Family problems, marital and sibling difficulties are discussed.

In addition to participating in parent groups, some parents elect to become directly involved in the educational process. The targeted goal of such involvement is the development of training techniques appropriate to the home setting. An educational and informative series of 6 sessions is also offered to teach parents behavior management and language development skills. Closed activity groups for latency age older siblings meet weekly for approximately 6 months and deal with the problems associated with sib status in a family with a disabled child. Evening meetings are provided on a monthly basis. They draw good attendance from fathers. A professional presentation (approximately ½ hour) opens discussion of the evening theme. These meetings focus on such issues as genetic counseling, sibling issues, etc.

Conclusion

Time alone does not necessarily ease the pain and disappointment a family experiences with the advent of a disabled child. Worry and the burdens of child care often erode family strength, the disabled child's primary source of help. Each family and its individual members need to achieve a functional adaptive coping method. They must deal with personal issues of shame and resentment while recovering their sense of family esteem. When this is achieved, we can support Dr. U. Bronfenbrenner (1974) in his conclusion that "the family is the most effective and economical system for fostering and sustaining the development of the child. . .Without family involvement any effects or intervention, at least in the cognitive sphere, appear to erode rapidly once the program ends. In contrast, the involvement of the parents as partners in the enterprise provides an ongoing system which can reinforce the effects of the program" (p. 55). We have found that coordination of the IEP with the IFP is the best way to help our families.

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A Call For Candidates

HAVE YOU?

—Ever considered meeting and working with people involved in Special Education throughout New York State, United States, and Canada?

—Ever wanted to obtain and inform others of up-to-date information pertaining to current political and social issues in Special Education?

—As a student, wanted to bridge the gap to the "real-world?"

—Ever wanted to reach out and strengthen SCEC chapter programs throughout New York State?

—Wanted to increase your communication and leadership skills?

If you've ever pondered any of the above statements, you may have the potential to be a leader in New York State Student Council for Exceptional Children (NYS-SCEC). *NOW* is the time to start thinking about what you'll be doing next year. NYS-SCEC is now looking for individuals who are students, members of CEC, and who would be willing to commit themselves to a leadership position in NYS-SCEC. The following positions are open for the 1984-85 year: Governor, Secretary, Treasurer, Membership Chairperson, and Publications Coordinator.

In order to run for a position, you need to submit a letter of intent by March 2, 1984, to Erika Rottenberg, 36 Court Street, D3, Geneseo, N.Y. 14454. If you are considering becoming a leader in NYS-SCEC, we urge you to contact the Board Member who currently holds the position you are interested in or Erika Rottenberg.

1984-85 can be a great year—*you* can make it happen!!

Marine Education and the Language Development Program: An Alternative to "Sea" and Feel

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Marine education is not new to Western New York, nor is specialized programming for the handicapped learner. The combination of both elements has led to a new educational alternative created by the efforts of the Aquarium of Niagara Falls and the Language Development Program of the Buffalo Public Schools The Aquarium of Niagara Falls is a non-profit, educational facility which services the needs of teachers and students in both Niagara and Erie Counties.

The Language Development Program is funded under the Education Consolidation and Improvement Act, Chapter I, as a part of the Division of Instructional Services of the Buffalo Public Schools. The ECIA, Chapter I—Programs for Handicapped Children, Language Development Program is a federally funded program which is designed to meet the needs of a specific handicapped population in the Buffalo Public Schools. The use of a multi-faceted approach is stressed to aid special students in the development of language skills.

Students eligible for inclusion in the Language Development Program are those who are attending classes in the Buffalo Public Schools, but had previously attended a state operated or supported institution. These students are learning disabled, mentally handicapped or speech impaired. Language assessments are administered to these students and interpretations are made to determine the level of performance, the goals—both short-range and long-range, and the prescriptive programming which must be developed to improve each area of language deficiency.

The students who are involved in the Language Development Program benefit from field trips, materials and consultant services which are utilized to meet the objectives for improving language skills. Activities in various curriculum areas are correlated to infuse the program's objectives into the student's total curriculum.

The Aquarium of Niagara Falls and its education department serve this valuable program as the sight of field trips, the source of educational materials and a resource for consultant services. For the last two years, we have been working with the staff of the Language Development Program to produce a marine-related alternative program specifically designed for the student with language deficiencies.

As a field trip site, the Aquarium and its educational facilities are utilized as a learning alternative which provides the students with a unique experience. In our facility, students experience a variety of marine habitats which house more than 2,000 specimens. The waters of the world, from oceans to ponds are represented by the realistically duplicated exhibits and displays. The Aquarium experience is utilized as a stimulus for various classroom activities to assist in the acquisition of language skills. During their Aquarium visits, teachers are offered educational materials including manuals, worksheets and fact sheets on aquatic specimens which can be used in follow-up activities in the classroom.

The highlight of the alternative program is the workshop on marinelife which is presented as a consultant service. It is this program which I find to be most rewarding from a personal view as the instructor and from the students' reactions. The workshop is designed to be an experiential activity, since the major element is the Touch Tank, a hands-on display of marine invertebrates. The Aquarium's Touch Tank is a portable tank filled with starfish, clams, sea urchins, crabs, lobsters, and horseshoe crabs. It is a valuable teaching tool since it can provide students from our inland area with their first experience with a living marine specimen. What better way to explain about the structure of a marine invertebrate's exoskeleton than to have a student touch and hold a crab or lobster?

For certain students with language problems, the Touch Tank and its lively inhabitants spark reactions or responses which may not be offered with the use of more traditional teaching tools. The challenge of holding or feeling an animal which is foreign or different, provides these students with a unique experience, often stimulating communication and the development of language skills.

These special workshops on marine life also include the use of slide presentations on marine topics and artifacts for the students to handle and discuss. If the chosen subject is marine mammals, students handle whale teeth, seal pelts and other preserved materials. This hands-on approach helps to deepen the students' involvement in the workshop and provide more background for correlation with language development.

Each workshop is specially designed to meet the specific instructional objectives presented by the staff of the Language Development Program. A complete list of specific language objectives which are derived from assessments made by the Language Development Program staff members are sent to the Aquarium well in advance of the scheduled workshop. Our in-school workshop on marinelife incorporates many of these objectives into the alternative program which is offered to students at the elementary, junior high and secondary level.

The specific language objectives are common to those individuals being serviced by the in-school workshop. In certain cases the objectives are designed for one individual or a small group from an entire class. In this situation, I am informed of the identity of the participants in a discreet way, so my instructional efforts can be aimed at the identified students nonchalantly.

The language objectives which have been dealt with in these workshops on marinelife include grammatic closure, auditory sequential memory, verbal, expression, auditory reception, auditory association, visual reception and visual association. It has been our goal to incorporate at least three specific goals from each of the above mentioned areas into the presentations which have been offered in the past.

Although no formal assessment has been made to determine the specific results of these marine programs, the reactions from students, teachers and the staff of the Language Development Program have all been very positive. Students are experiencing a new alternative to hands-on learning which provides them with another outlet for activities in language development, while being involved with a unique, challenging experience.

The joint efforts of the Aquarium of Niagara Falls and the ECIA, Chapter I, Language Development Program have led to innovative programming which helps special students "sea" and feel what marine education is all about.

A Study Of The Knowledge That Future Teachers Demonstrate About The Visually Impaired

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Undergraduate students training to teach in the elementary school have many required courses to complete; therefore, it is difficult for them to gain much knowledge about teaching the visually impaired. Yet, they will most certainly have such pupils mainstreamed in their classes. Just how much knowledge do future teachers have about the visually impaired and what could be done to fill the gaps in this body of knowledge? A questionnaire determined the extent of understanding on the part of these undergraduates and a course of instruction is recommended.

Special education is receiving a great deal of attention because of recent legislation and court decisions. Many children who require special education have a visual impairment. It is often the teacher who can help prevent this impairment from becoming a handicap. As a large percentage of these teachers themselves have visual difficulties (note how many wear eyeglasses), they should have a greater understanding and empathy for the pupils with visual difficulties than for any other group of special pupils.

Just how much knowledge do undergraduate, future teachers of mainstreamed, elementary school pupils with visual difficulties have about 1. educating children with visual difficulties, 2. some aspects of the eye, and 3. braille format?

In spite of the future teachers' possible personal experience with visual difficulties, it is hypothesized that they do not have a great deal of knowledge in those three areas. This lack of knowledge may be due to the large number of courses in curriculum and methods dealing with various disciplines that future elementary school teachers are required to take. To ascertain the truth of this hypothesis, a questionnaire was devised covering key points in the three areas mentioned above. The value of the questionnaire then would be to show in which areas the future teachers may be weak; so, an undergraduate course could be devised in order to train these future teachers in handling mainstreamed pupils with visual difficulties, and at the same time have a course which covers as few credit hours as possible.

The following questionnaire comprises sixty true—

false items. The first section deals with some educational aspects of working with the visually impaired; the second section deals with the eye; the third section deals with braille format. These are some questions which overlap.

QUESTIONNAIRE

(Please see references)

Please answer T for the following items which are true and F for the following items which are false.

1. The use of magnification may be a hindrance for some visually limited students. ____
2. The blind often judge one's personality by one's voice. ____
3. Learning to read has no connection with eye coordination. ____
4. Some visually impaired students should be seated in the rear of the classroom. ____
5. Reading in dim light or sitting near the television hurts the eyes. ____
6. It is unlikely that poor posture and/or squinting has any connection with eye difficulties. ____
7. A person may be legally blind and still have 20/20 vision. ____
8. Doing a great deal of reading may tire the eyes because the ciliary muscles are tensed for a long period. ____
9. When one looks into a bright light, the specks he sees may be from cells that are still floating in his eye from the time his eye formed. ____
10. There are 130 million rods and 7 million cones in the eye. ____
11. A bull sees red. ____
12. An eagle sees better than man. ____
13. A fly has two eyes. ____
14. A dog cannot see color but can see shades. ____
15. A person born blind dreams in terms of auditory, gustatory, haptic and olfactory senses. ____
16. A blind person will "see stars" if hit in a certain part of the head. ____
17. Reading in dim light is not harmful to the eyes. ____
18. Eye muscles move 100,000 times per day in order to focus. ____
19. All of the blinking that a person does in a day is the equivalent of keeping one's eyes closed for one hour. ____
20. In amblyopia (lazy eye) a structurally healthy eye does not see properly because the brain never picked up a normal signal from it. ____
21. If a person is blinded in one eye, the other eye may go blind in "sympathy" in twelve days. ____
22. Many children who appear crossed eyed at birth are not really crossed eyed but have a wide nose bridge and eyelid fold. ____
23. The eyelids secrete an oily substance which generally keep the tears from overflowing onto the cheeks.
24. A baby not permitted to see when it is born will be permanently blind. ____
25. Some people are blind because of worms within their eyes. ____
26. Two out of every one thousand people are blind. ____
27. Vision in two eyes is necessary in order for a person to see a three dimensional image. ____
28. A pigeon can see a three dimensional image. ____
29. Too much oxygen given to a baby may cause blindness. ____
30. A youngster who constantly holds a book close to his face is definitely nearsighted. ____
31. Not wearning one's eyeglasses could damage the eye. ____
32. Wearing sunglasses in the house does not hurt the eye. ____
33. The majority of the legally blind can see. ____
34. Blind people use a sixth sense to detect obstacles in their path. ____
35. Blind people have a better musical sense. ____
36. A seeing eye dog will take people where they intend to go. ____
37. Eyeglasses can cure some eye ailments. ____
38. Corneal transplants have little likelihood of rejection because of a poor blood supply to the cornea. ____
39. There is a blind spot on the retina. ____
40. Sunlight could be annoying to a person with a cataract. ____
41. A cataract has to be ripe before surgery may be performed. ____
42. Glaucoma only occurs in the elderly. ____
43. Bleeding on the surface of the eye is usually dangerous. ____
44. One of the leading causes of blindness in the United States is diabetes. ____
45. The eyelids contain two types of sebaceous (oil) glands. ____
46. Only one-sixth of the eye is exposed to the outside world. ____
47. The plica semilunaris is a third eyelid in humans. ____
48. Tears from emotions do not occur until a human is one month old. ____
49. Louis Braille was born blind. ____
50. Louis Braille developed his system of writing from a military code involving reading messages in the dark. ____
51. The value of a six dot cell is that one finger can feel it. ____
52. Braille is the only system for touch reading in use today. ____
53. There are 63 cell combinations in English braille. ____
54. Louis Braille omitted "W" from his code. ____
55. A sighted person usually cannot read braille by touch. ____
56. Growing older and/or having diabetes usually diminishes one's touch sensation. ____
57. Louis Braille was an accomplished musician. ____
58. In order to save space, many contractions are used in braille. ____

59. Composition signs (capital, number, italics) are unique in braille. ____
60. A braille cell configuration may have more than one meaning. ____

RESPONSES TO QUESTIONNAIRE: Thirty-five participated in this questionnaire. Questions 5, 6, 11, 13, 19, 28, 30, 31, 34, 35, 36, 37, 41, 42, 43, 49, 52 were false.

DISCUSSION OF RESULTS: Using twenty-five percent as the cutoff point, one notes that in aspect Number 1, educating children with visual difficulties fifity percent of the questions were in the twenty-five percent or higher category. Aspect number 2, the eye, had fifty-six percent of the questions in the twenty-five percent or higher category of incorrect responses. Aspect Number 3, braille format, had eighty-three percent of the responses in the twenty-five percent or higher category of incorrect responses.

Aspect Number 1, educating children with visual difficulties then, would require the least time of the three aspects in a newly constituted course concerned with the teaching of the visually impaired. The questionnaire also showed that material concerned with the eyes of other animals was understood and therefore would be superfluous in this new course. Also, superficial external aspects of the eye need be treated in a cursory manner as it too is well understood.

In addition to the above information, the questionnaire may serve as a source of motivating questions for the instructor of this proposed course of study.

A PROPOSED COURSE OF STUDY: The proposed course of study is concerned with training the undergraduate student in the methods of teaching the visually impaired, mainstreamed, elementary school pupil, the anatomy and physiology of the eye, and braille. It would be a three credit course consisting of fifteen sessions of three semester hours each.

Each session will usually have three parts to it as indicated above. The education part would follow somewhat Corn and Martinez's (1980), *When you Have a Visually Handicapped Child in Your Classroom Suggestions for Teachers;* the eye section would follow to some extent Havener's (1979) *Synopsis of Ophthalmology, Fifth Edition;* and the braille section would follow to a great extent Dorf and Scharry's (1979) *Instruction Manual of Braille Transcribing.*

The instructor of this course would have to be an experienced educator of the visually impaired; he would need a thorough knowledge of anatomy and physiology, and he should also be a braillist. It may be necessary then to use a team teaching approach. It is important for the course instruction (or instructors) to integrate the three aspects of the course. The amount of time given to each part should be consistent with the results of the questionnaire; that is, braille would require the most time, the eye next and education the least.

Session One—
a) Education—History of the education of the visually impaired. Review of the education of famous visually impaired people.
b) Eye—Eye embryology.
c) Braille—The history of reading and writing by the visually impaired. Moon's method. The life of Louis Braille. The philosophy of braille.

Session Two—
a) Education—Various ways of presenting a lesson. The developmental lesson and the lesson plan with provisions for visually impaired pupils.
b) Eye—Gross anatomy of the eye.
c) Braille—The alphabet and numbers (if braillewriters are not available, it might be of value to use large paper with the number of squares on it equal to the number of cells that would fit on a standard braille sheet; in this way the student would not have to reverse himself from slate to braillewriter when he ultimately obtains the braillewriter).

Session Three—
a) Education—How the visually impaired child is placed. The Individualized Education Program. Multiple handicaps.
b) Eye—The physiology of seeing.

c) Braille—Composition signs and punctuation.

Session Four—
a) Education—Relationship of the school and its administration to the visually impaired.
b) Eye—Instruments for eye examination.
c) Braille—Single letter contraction and contractions for "and" "four" "of" "the" "with".

Session Five—
(a) Education—The itinerant teacher for the visually impaired.
b) Eye—The eye examination and its results.
c) Braille—Constractions for "ch" "sh" "th" "wh" "ou" "st."

Session Six—
a) Education—Some teaching strategies in working with the visually impaired.
b) Eye—The injured eye and the red eye.
c) Braille—Contractions for "ar" "ed" "er" "gh" "ow" "ble" "ing."

Session Seven—
a) Education—The mobility of the blind in and out of school.
b) Eye—The nature of light and refraction.
c) Braille—Lower sign contractions for "his" "was" "were" "be" "in" "en" "con" "dis" "com."

Session Eight—
Examination on three aspects.

Session Nine—
a) Education—Nonoptical aids for the visually impaired.
b) Eye—Errors of refraction.
c) Braille—Lower sign contractions for "to" "into" "by" "bb" "cc" "dd" "ff" "gg" "ea."

Session Ten—
a) Education—Optical aids for the visually impaired.
b) Eye—Amblyopia, nystagmus, glaucoma, macula disease and the detached retina.

c) Braille—Initial letter contractions.
Session Eleven
a) Education—Special mathematics teaching techniques for the visually impaired.
b) Eye—Cataract, diabetes, albinism, uveitis and cancer.
c) Braille—Final letter contractions.
Session Twelve—
a) Education—Special health and science teaching techniques for the visually impaired.
b) Eye—Strabismus, eyelid disorders, retinitis and retrolental fibroplasia.
c) Braille—Short form words.
Session Thirteen—
a) Education—Special language arts teaching techniques for the visually impaired.
b) Eye—Eye theraphy and surgery.
c) Braille—Abbreviations, the letter sign and special speech forms.
Session Fourteen—
a) Education—Special physical education, art, music, social studies and vocational subjects teaching techniques for the visually impaired.
b) Eye—Safety and care of the eye.
c) Braille—Roman numerals, fractions, italic and termination signs. (It is of value for the students to be encouraged to enroll in The Library of Congress correspondence course for certification).
Session Fifteen—
Final examination on three aspects.

CONCLUSIONS—It was hypothesized that under graduate, future teachers of mainstreamed, elementary school pupils do not have a great deal of knowledge about educating the visually impaired, the eye and braille format. The questionnaire showed that except for some minor points, the hypothesis was correct.

A course of study was then presented which would correct these deficiencies and at the same time fit into the structure of an undergraduate program. This course of study may also serve as a model for the teaching of courses concerned with other physical disabilities after another questionnaire establishes in what areas future teachers of mainstreamed, special children have need for information.

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Have You Heard About New York State's Student CEC Fundraiser?

It's a T-shirt with a map of New York on it. On the map are symbols depicting distinct geographical regions in the state. For instance, in New York City there's the Statue of Liberty and some tall buildings; in Buffalo, there's Niagara Falls and a Buffalo Bills helmet; in the Adirondacks, there's a backpacker, a paddle, a cow, a maple sugar bucket, and, of course, trees; in the Finger Lakes, there are Finger Lakes, a wine keg, and grapes; plus more!

The slogan you ask?? Well, it reads: "New York State ¢ An "Exceptional" Place to Live!"

The shirts come in two colors: tan or light blue. Both have dark blue writing and are 50/50 cotton/polyester. The sizes are S, M, L, XL, adult sizes. If you place your order shortly, there are still a few children size shirts left. And, they are only $5.00 each—a small price to pay for a capsule shot of our state!!

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	Quantity	Color (Lt. Blue/Tan)
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M		
S		

Please add one dollar for deliveries by mail.

All proceeds go to promoting programs that New York State Student CEC has developed. Your donation is tax deductible.

Preventive Services: Aid for the Problems of Mentally Retarded Parents

M. Katherine Sacca, Ed. D. (402)
Assistant Professor
Exceptional Education Department
Learning and Behavioral Disorders Program
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

Parenting is a demanding profession for which there is little or no formal preparation or training. When a child doesn't behave according to acceptable school or community standards, the parents are most frequently blamed. "Bad kids come from bad parents" is the most common explanation but it does not examine the problems of parenting. Rinn & Markle (1977) maintain that parenting problems can be more appropriately described as the result of ineffective approaches to child rearing.

The appraisal of child rearing approaches is dependent, at least in part, upon the unique characteristics of the parent. This article deals with research about mentally retarded parents, their child rearing competencies and their relationships to child maltreatment, as well as the services which are needed to improve their parenting skills.

Mentally retarded parents are not different from all parents in their need to provide adequate care for their children and to deal with the problems of parenting. They, too, need more than insight and advice in treating the intricacies of raising children.

Havick & Menninger (1981) suggested that although the issue of child rearing competency can certainly not be restricted to mentally retarded parents, it does present some considerations peculiar to them. First, these parents may be judged incompetent by reason of their disability history or institutionalization or special education. In other words, they may be given no opportunity to demonstrate their ability. It is also not unreasonable to note that former institutional residents may have never observed a model for parenting skills.

Second, there may be societal expectations of incompetence. The uncomfortable scrutiny of their peering neighbors, according to Schulman (1980) "as well as these neighbors' expectations of abuse and neglect in retarded parents may cause an overreaction to incidents that would not call for the similar responses with other non-retarded parents." (p. 302).

Third, the competency of retarded parents may be directly related to cases of "unintentional neglect", that is (Grain & Miller, 1978) "acts of omission by parent or guardian because of inability to recognize their childs' needs and/or their unrealistic expectations of the childs' self sufficiency" (p. 132). These doctors had observed that a mentally retarded couple lacked the skills needed to effectively assess their sick childs' needs.

Research

Studies of mentally retarded parents are flawed by research difficulties. Samples are generally small, and there are serious deficiencies in objective measurement criteria for evaluation of parental competence, child abuse and neglect, and variables of intellectual ability. Controls are rarely used. These studies attempt to evaluate the quality of child care among retarded parents but most often use subjective criteria and rating systems and do not report reliability data. Heeding these limitations, there has been some information gained regarding child care in this population.

Mickleson (1947) found that children of low IQ mothers (30 to 49) were being provided unsatisfactory child care while no difference was found in the care taking of retarded mothers whose IQ was above 50. While health care was adequate, Mattinson (1971) found that child care among retarded couples was inconsistent and erratic. It is noteworthy that Mickelson concluded that the critical factor in adequate child care was *not* mental retardation *per se;* it was, rather, a combination of all factors: family harmony, mother's mental health, family income and size.

There are studies (Shaw & Wright, 1960; Laxova, et. al., 1973) which report that children of retarded parents may need special education more frequently in comparison to children of normal parents. Morganstern (1973) suggested that the social and economic problems of retarded parents lead to an unstimulating child rearing environment.

Robinson (1978) reported that retarded young mothers were found to have significantly more protective, controlling, punitive attitudes toward their children than did a control group of mothers with two or more years of college education.

Reports of referrals to child protection agencies (Shaw & Wright, 1960; Mickelson, 1947; Mattinson, 1971) seem to be common in this population. A review of the child protection and mental retardation literature (Schilling, et. al., 1982) suggested a relationship between parents' intelligence and child maltreatment. The authors admitted the weakness of the research but concluded that the evidence "points toward increased risk of maltreatment for children reared by mentally retarded parents" (p. 207).

Child Neglect and Preventive Service

In most states, child neglect statutes do not distinguish between retarded and non-retarded parents.

The finding of neglect must be predicated on a demonstration of evidence of inadequacy as a parent.

Prior to removal of a child from his/her parents' custody, their inability to provide care must be proven to have a direct effect on the child. This will also prove that the parents are in need of service. It is after presentation of direct findings of parental inadequacy that intervention is allowable.

According to Hertz (1979), intervention is utilized because agencies and courts are required to employ all conceivable means of correcting a situation of child maltreatment prior to severing the parent—child relationship. This is particularly relevant to New York State residents. Section 3846 of the New York Social Service Law (Polowy, et. al., 1983) provides that a child can be removed from the custody of a parent whose retardation prevents appropriate response to the "child's day to day needs for proper supervision, adequate food, clothing, shelter" (p. 21).

In such a case, if the caseworker or court has presented findings of inadequacy, it is necessary that preventive service be offered to the family.

> Polowy, et. al., (1983) defines preventive services as: Supportive and rehabilitative services provided to children and families for the purpose of averting an impairment or disruption of a family which will or could result in placement of children in foster care: enabling a child who has been placed in foster care at an earlier time than would otherwise be possible; or reducing the likelihood that a child who has been discharged from foster care would return to such care. (p. 26)

Mary Wolf (1983), Project Trainer for the New York State Child Welfare Training Institute, reported that:

> A major priority of the Child Welfare Act is the expansion of preventive services to children and their families. This reflects the belief that many of the problems of inappropriate or excessive foster care placements occur because suitable services do not exist or are not being utilized. It's a hot issue. The state wants to keep kids with their parents while providing supportive service to their families. (p. 27)

These services include child day care, homemaker service, housekeeper service, family planning and home management services. Clinical diagnostic services, parent training, parent aide, transportation and emergency provision of food, money, clothing and shelter are also available.

Relevance to Service Provision

The implications for service for retarded parents are remarkable, especially in the area of parenting skills. These parents need to learn nurturing, behavior management, health, nutrition and safety skills. Examples of such skills (Sacca, 1983) include stimulating children, attending to their needs, providing basic care and cleanliness, supervising children, providing consistent discipline, recognizing and reinforcing acceptable behavior. The parents also needed to follow through on health care, provide for adequate nutrition and safe household environment, and prevent child abuse.

It is important to recognize that all of these skills can be taught through direct instruction by service providers within the natural environment, i.e., the clients home. Preventive services could provide such training under the auspices of Parent Aide Services. These are defined in the Official Regulations of the State Department of Social Services (18NYCRR423) as being provided in the home and community for the purpose of focusing on:

> the need of the parent for instruction and guidance and are designed to maintain and enhance parental functioning and family/parent role performance. Techniques may include but are not limited to role modeling, listening skills, home management assistance, and education is parenting skills and personal coping behavior.

It is apparent that preventive services are particularly appropriate for the problems encountered by retarded parents. It is imperative that we, as special educators become involved in the social service processes which can identify the needs of retarded parents and plan appropriate educational intervention procedures. Preventive service can improve the parenting skills and quality of family life for retarded parents.

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The Misuse of Empathy In The Classroom

Bernard Kosberg (615)
Director of Education
Orchard School
Andrus Children's Home
1156 North Broadway
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All too often, when working with students who display maladaptive and/or disturbing classroom behaviors, inexperienced special education teachers are drawn by a desire to demonstrate empathic activity. This often misued approach seems to be related to the need to appear "clinically" competent in a field of highly trained professionals as well as to satisfy the lingering misconception that teachers who are able to frequently show specific instances of caring and compassion in their classroom will be more successful with angry, alienated youngsters than those teachers using a less affective approach.

The inexperienced teacher imagines that the youngster's own consciousness mirrors their in conflictual situations and, in turn, a youngster's response to understanding and compassion will be to be reasonable and compliant, thereby modifying their ways. As we know, this is not usually the case. Most youngsters placed in special situations are highly impulsive and respond with little self-control to unpleasant feelings and emotions. While in crisis, they have limited ability to appropriately identify cause or motivation.

Example: T: Johnny, why did you smack Billy again?
J: Does not answer
T: Why did you smack Billy, Johnny?
J: He said something about my mother.

The inexperienced teacher frequently goes on seeking a rational explanation. The youngster, though, having little idea of why he did what he did, attempts to avoid embarrassment and feeling dumb by offering up an explanation linked more to what he has been taught will be acceptable, designed to evoke teacher empathy, diverting attention from the act itself. The best excuses, students quickly learn, are those that elicit instant sympathy or pity from the teachers.

Example: T: I didn't hear Billy say anything to anybody. Couldn't you be wrong?
J: He called my mother a bitch yesterday.
T: But that was yesterday.
J: And he's giving me that same look again now.
T: I know it upsets you, but why don't you just ignore him and stay out of trouble.

The teacher attempts to modify the behavior of the youngster by demonstrating concern and understanding. The youngster manipulates the teacher by giving back that which is expected. What we then have is the teacher hoping to reveal his own acceptable intent through deliberate and outward verbal interaction and, in turn, expecting the same from the student. The problem here is the inappropriate understanding and use of empathy. To be effective, empathic activity must be performed preconsciously and automatically based upon a preditermined structure and/or a repetoire of alternative interventions. Successful empathic activity is identified only by the actions to which it gives rise.

Example: T: Johnny, you smacked Billy again. You have been asked not to touch him. Since you can't seem to get along with him today, I'm going to move you away from him and I expect you to keep your distance for the rest of the day. Now, let's work together on something I know you'll find interesting.

In this case, the teacher demonstrates the appropriate use of empathy. He identifies Johnny's predicament—being cranky and frustrated—and sets up an external structure which takes into account Johnny's immediate capabilities and needs. Ideally, empathy should reflect outcome and not reflect process.

Example: T: Johnny, you don't seem to be able to concentrate on your Math work, and you're bothering your neighbors.
J: The work is too hard and you know I have learning problems.
T: I carefully planned your lesson based on the work you did yesterday. I will explain it to you again. If you don't finish the work on time, you will stay in after school to complete it. If you bother your neighbor, I will move your seat.

In conclusion, the appropriate use of empathy in the classroom must not be limited to simply understanding cause and motivation, but most importantly, must include the teacher's developing a well-defined and predictable environment that recognizes and responds to a disturbed youngster's needs for management, organization, and nurturance. The quality of an empathic activity is measured not by kindness, but by purpose and result.

Professional News

Dr. Jed P. Luchow (498)
Professor
Department of Education
St. George Campus
The College of Staten Island
130 Stuyvesant Place
Staten Island, New York 10301

Joyce N. French, Ph.D. (248) of Manhattanville College would like to announce a conference on "Changing the Futures for Learning Disabled Adolescents," to be held at the College on June 1, 1984. The conference will feature Dr. Donald Deshler, Director of the Institute for Research in learning Disabilities at the University of Kansas and Dr. Ann Lieberman from Teachers College, Columbia University. Conference topics will include: advocacy, career and college choices, social aspects and problems of the adolescent, discipline and self-discipline, individual assessment, and program evaluation. For further information contact: Dr. Joyce French, Department of Teacher Education, Manhattanville College, Purchase, New York 10577; 914-694-2200 ext. 214 or 283.

Dr. Ruth F. Gold (856) of Adelphi University is pleased to announce the formation of a new CEC Division for Early Childhoos in New York State. The Division was formed to promote, improve and expand the education of young handicapped children in New York State. There is a $4.00 membership fee for those who are national CEC and DEC subscribers. Those who just wish to keep abreast of what is happening in the state and in DEC can pay a $3.00 fee. Agencies as well as individuals may subscribe. Amy Toole is the president of the new chapter. For additional information contact: Dr. Ruth F. Gold, Graduate School of Education, Adelphi University, Garden City, New York 11530, 516-294-8700 ext. 7531.

Judith Bloch (856) of Variety Pre-Schoolers' Workshop would like to announce the *The Five P's* is in the field-testing stage and preliminary results look very promising. *The Five P's* (Parent/Professional Preschool Performance Profile) is a new assessment instrument developed for use with young handicapped children functioning between birth and five years of age. It is designed for simultaneous use by the child's two primary care givers, parent and teacher, in the two settings most familiar to the child, home and school. *The Five P's* is completed within a four-week observational period, at six-month intervals. For additional information contact: Judith Bloch, Director Variety Pre-Schoolers' Workshop, 47 Humphrey Drive, Syosset, New York 11791, 516-921-7171.

Joe E. Mittler Ed.D. of C.W. Post College (71) and **Edward J. Cain, Jr.**, (71) of Commack Union Free School District are pleased to announce the formation of TAM (Technology and Media for Exceptional Individuals). TAM is seeking to become a division. The expressed purpose of this new organization is to promote a closer professional relationship among educators and others concerned with the current and future applications of technology and media with exceptional children and adults, the gifted and with the aging. The initial membership for TAM is $10.00 per year until TAM establishes its relationship with national CEC. For further information contact: Edward J. Cain, Jr., President-Elect TAM and Director of Student Services, Commack Public Schools, P.O. Box 150, Commack, New York 11725.

Sylvia Murain (Chapter 1002) accepted the 1983 NYSCEC Chapter's Award for Excellence and Programming at the Downstate Regional Conference held at the College of Staten Island, CUNY on Saturday, December 3, 1983.

Dr. Ruth Gold (Chapter 71), of Adelphi University, accepted an award as NYSCEC's 1983 "Educator anf Faculty Advisor" of the year at the Downstate Regional Conference held at the College of Staten Island, CUNY on Saturday, December 3, 1983.

Bertha Perez (805), Vice-President of New York State CEC, has been appointed to the faculty of the Department of Education at the College of Old Westbury, SUNY. She will be coordinating and teaching in the undergraduate program in special education.

Edward J. Cain, Jr. (248), Director of Pupil Personnel Services of Commack, Long Island, presented the keynote address at the Downstate Regional Conference held at the College of Staten Island, CUNY on December 3, 1983. The topic was "Microcomputers and Exceptional Students." Mr. Cain was accompanied by his assistant, Hero the Robot. Mr. Cain is also the president-elect of TAM (Technology and Media for Exceptional Individuals), an organization that hopes to become the newest division of CEC in April 1984. For additional information about TMA contact: Edward J. Cain, Jr., Box 150, Commack, New York 11725.

Lois Smith (248), newly appointed Treasurer of NYSCEC and newly appointed Director of Guidance for the Jericho Public Schools, coordinated the 1983

Downstate Regional Conference held on December 3, 1983 at the College of Staten Island, CUNY. The all-day conference included more than fifteen workshops, a keynote address, and commercial exhibitors. Congratulations!

Arnold Jaeger (Chapter 71), Director of Special Education and Pupil Personnel Services for the Roslyn Public Schools, has been elected President of Chapter 71, Nassau County. This chapter has had a successful history of small group meetings throughout each year in various locations in Nassau County. Two meetings were held in December 1983 and eight additional meetings have been scheduled from January through March 1984. Topics range from the gifted to computers to parenting. For additional information contact: Bertha Polifka at 516-681-3324.

Dick Allington (45) of SUNY-Albany has written a monograph, "Reading in classrooms: New Ways of Looking", is now available from the Institute for School Development, SUNY-Albany, Husted 211, Washington Ave., Albany, N.Y. 12222. Included are six papers by Rebecca Barr, Gerald Duffy, Dick Allington, Byron Brown, James Heap and Courtney Cazden. Each paper examines classroom reading instructional practices and offers suggestions for improved instruction and instructional observation/evaluation. For further information contact: Nelson Armlin, Director of the I.S.D. 518-455-6281.

The Special Education Program at State University of New York College at New Paltz has received a Federal training Grant from the department of Education, Office of Special Education to prepare teachers of Bilingual/handicapped children. Fellowships are available. For information write or call **Joseph A. Trippi**, Ph.D. (42), Coordinator, Special Education Program, Department of Educational Studies, Faculty of Education, State University of New York College at New Paltz, New Paltz, New York 12561—(914) 257-2235.

The Department of Learning and Instruction, SUNY at Buffalo has received a Federal Training Grant from the U.S. Department of Education, Office of Bilingual Education and Languages of Minority Affairs to train doctoral students in bilingual special education. Fellowships are available. For information, call or write **Herbert L. Foster**, Ed. D. (402), or **Lilliam Malave**, Ph.D., Department of Learning and Instruction, F.E.S., State University of New York at Buffalo, Amherst, N.Y. 14260, (716) 636-2123 or 636-2442.

Western Region News

Tom Assenza (402)
Buffalo Regional Representative

On Saturday, November 5, 1983, New York State CEC's Western Region Conference was held at the State University of New York at Buffalo. Participants heard a double keynote address by Drs. **David Hill** and **Linda Mandlebaum** on the topics of Humanistic and Assertive Discipline, respectively. A panel discussion was convened after a buffet luncheon. Panelists incuded the two Keynote Speakers as well as **Kathy Hargis** (SUC, Geneseo), Dr. **Herb Foster** (SUNY, Buffalo) and Dr. **Dave Gurney** (SUC, Buffalo). The topic of Approaches to Discipline was further examined via large group and panel interaction. Conference planning was undertaken by Chapter 402 Officers with the assistance of area student chapters from the State University College at Buffalo and D'Youville College. Audio tapes of the conference proceedings are available for loan. For further information, write or call:

CEC Chapter 402
131 Hackett Drive
Tonawanda, New York 14150
(716) 875-7206
(716) 695-3103

****

Membership in Chapter 402 has increased by thirty over last Spring as a result of area members' affiliation being transferred to 402 from the New York Federation Chapter (248). The National Office automatically assigns members to Chapter 248 when a local chapter is not specified.

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D'Youville College Student CEC Chapter 483 recently sponsored a Dance Marathon as a fund-raising activity for the benefit of the Children's Rehabilitation Center in Buffalo. The Chapter is also planning a Student Conference for January or February, 1985. The conference is intended to involve other area student chapters and ultimately to offer speakers, activities and topics with national appeal. **Alice Kozen** (402) serves as Faculty Advisor and **Cythia Childs** is the D'Youville College Student Chapter President (483). Further information can be obtained by calling 881-3200.

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State University College at Buffalo Student CEC Chapter 117 is planning an Exceptional Experience Week, April 1-7, 1984. Also, the Chapter has been involved in organizing a Winter Weekend during February as well as fund-raising activities scheduled throughout the Spring Semester. During May, 1984 the Chapter is planning to sponsor a "Respite Day" for parents of handicapped children. Additional information is available by calling Student CEC President **Stacy Schiffman** (878-4721) or Faculty Advisor **Paul Thoms** (878-4639).

State CEC Chapter Finder

This list of regions, counties, and chapters is provided to help members locate their local chapters. The chapters listed are registered with national CEC in Reston. If you require assistance in locating a local chapter, you may want to call your *Regional Representative* listed on page two of *The Forum.*

BUFFALO REGION

1. Niagara
2. Erie
3. Chautauqua
4. Orleans
5. Genesee
6. Wyoming
7. Cattaraugus
8. Allegany

Registered Chapters

D'Youville College Chapter #483
State University College at Buffalo Chapter #117
Geneseo Student Chapter #19

ROCHESTER REGION

1. Monroe
2. Livingston
3. Wayne
4. Ontario
5. Yates
6. Seneca
7. Steuben
8. Schuyler
9. Chemung

Registered Chapters

Central Western Chapter #37
Nazareth College Chapter (In process)

SYRACUSE REGION

1. Jefferson
2. Lewis
3. Herkimer
4. Oswego
5. Oneida
6. Cayuga
7. Onondaga
8. Madison
9. Tompkins
10. Tioga
11. Broome
12. Cortland
13. Chenango
14. Otsego
15. Delaware

Registered Chapters

Greater Syracuse Chapter #1029
Southern Tier Chapter #4
Syracuse University Student Chapter #390

ALBANY REGION

1. Franklin
2. Clinton
3. Essex
4. Hamilton
5. Warren
6. Washington
7. Saratoga
8. Fulton
9. Montgomery
10. Schenectady
11. Rensselaer
12. Greene
13. Greene
14. Columbia

Registered Chapters

Capital District Chapter #943
College of St. Rose Chapter #443
Russell Sage College Student Chapter #798
State University College at Plattsburg Chapter #1003

NEW YORK REGION 1

1. Dutchess
2. Ulster
3. Sullivan
4. Orange
5. Putnam
6. Rockland
7. Westchester

Registered Chapters

College of New Paltz Chapter (In Process)
College of New Rochelle Chapter #817
Mount St. Mary Chapter #799
Westchester Chapter #615

NEW YORK REGION 2

1. Manhattan
2. Bronx
3. Richmond

Registered Chapters

College of Staten Island Chapter #498
Greater New York City Chapter #742
Hunter College Chapter #115
Lehman College Chapter #432
NYU—Special Education Undergraduate Chapter #750
St. John's University Chapter #654
Teachers College Chapter #45

NEW YORK REGION 3

1. Queens
2. Brooklyn

Registered Chapters

Greater Queens Chapter #1002
Queens College Chapter #805

LONG ISLAND REGION

1. Suffolk
2. Nassau

Registered Chapters

Adelphi University Chapter #856
Long Island Chapter #71
Suffolk Chapter #653

1984-1985
Call For Nominations New York State Federation Council For Exceptional Children

Nominations are in order for the following N.Y.S. C.E.C. positions:

Statewide Positions

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the FORUM

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VOLUME 10, NO. 2 SPRING 1984

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Student Teaching/Internships in Special Education

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Manuscripts submitted for publication in *The Forum* must be *typed* on one side of 8½ x 11 white paper, double spaced including quotations, footnotes, and references with margins of one inch. Manuscripts must follow A.P.A. standards and should be sent to the *Editor.*

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President's Message

"Aging-out" is a new term used to refer to a problem which has existed for a long time. When mentally retarded, emotionally disturbed, learning disabled, etc. youths reach the age of 21, they are turned out of residential, educational, and other child care services funded by the state. Many young people age out each year with no programs or funds available for maintaining the necessary services required as an adult.

In 1983, Lt. Governor Alfred B. Del Bello developed statewide task forces to identify population needs, available services, and service gaps. These volunteer task forces are made up of families, professionals, and other concerned citizens and are dedicated to preserving the legal rights of the Aging-Out families and promoting solutions to the Aging-Out problems.

Unfortunately, the age of 21 is arbitrary to the developmental needs of the disabled. As much attention is required after age 21 as before. This attention may range from day treatment and independent care facilities for severely disabled to the development of new support programs in the vocational and residential areas. The issue of Aging-Out is of importance to parents and professionals regardless of the age of the child with whom they are concerned. Any legislation that comes as a result of this task force will have a future positive effect.

As we come to the end of this school year, we assess the accomplishments of each of our students and plan for the coming year. Instead of looking only to the next year, we need to consider the total picture. What will happen when this student reaches age 21? In order to provide for this time, professionals must become involved in this task force to push for Aging-Out legislation and monies. Our influence as professionals will then extend beyond the short time we have with each of our students.

One of the most important services your CEC membership provides is a vehicle for political action. Age 21 is arbitrary. *Exceptional individuals require your attention after age 21.* If you agree, become involved by getting your local chapter committed to this statewide task force.

VIEWPOINT

Student Teaching/Internships in Special Education

Lyle C. Lehman, Ph.D. (19)
and
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Student teaching is the proving ground for college/university teacher training programs. During this experience, future teachers have an opportunity to refine the teaching skills and strategies acquired in their preservice training program. Most apprentice teachers complete their transition from theory to practice during student teaching with minimum stress and are able to sharpen their teaching skills for a life-long career in education.

For some student teachers, however, student teaching is a difficult task. For this group of students problems arise which complicate the student teaching process and make their initiation into the art and craft of teaching an unrewarding one. This issue of *The FORUM* examines some of these problems, proposes some solutions, and discusses alternatives for solving these problems. This examination will be done primarily within the context of present day practices related to student teaching.

Some of the problems which occur during student teaching may be the result of inadequate preservice training programs. Other problems result from personal variables intrinsic to the individual student teacher. In addition, special or unexpected problems may occur because preservice training programs typically do not address several potential problem areas.

The "special" problem areas and potential solutions discussed by the authors in this issue of *The FORUM* include the following:

The Administrative Constraints of Student Teaching. In the article by Professors Lehman and Wiley the results of a survey of undergraduate teacher training programs in New York State are reported. The demographics and administrative parameters of student teaching variables are examined and potential "built in" problems are identified.

Parent Involvement. Student teaching is often the first opportunity for the prospective teacher to become directly involved with parents of handicapped students. Professor Rocha discusses this problem and provides some guidelines for student teachers and their supervisors to facilitate appropriate and effective interaction with parents of handicapped children.

Paraprofessionals/Student Teaching Interactions. The "third" person in the student teaching placement is the paraprofessional (classroom aide). Strategies and techniques for working with paraprofessionals are seldom addressed in preservice training programs and consequently this is a potential source of problems for the student teacher. Professor Marozas examines the relationship between student teachers and paraprofessionals. He indicates the special problem this relationship may pose for student teachers and the necessity of prospective teachers receiving preservice training and support from teachers to deal with the problem.

Low Incidence Handicaps. Professor Holman's article deals with "Student Teaching With Visually Impaired Students." Information about visually handicapped children is typically covered in a superficial manner in preservice training programs, yet many student teachers are faced with the problem of dealing with a child with visual impairments during their student teaching experience. Background knowledge related to terminology, causes and characteristics associated with the visually impaired and resource information to work effectively with this population is essential for many student teaching situations.

Classroom Discipline. Behavior management is frequently identified as a serious problem by experienced teachers. The student teacher frequently has a special problem because of the status of "partial" authority which is inherent in the student teaching situation. Professor Heitzman's article identifies those characteristics which impact on school discipline and offers suggestions for dealing with the management problems of children.

Technology and Student Teaching. Professor Wiley, in his article "Student Teaching for the 21st Century," points out the impact of technology on special education and the need for adequate preparation for teachers at the preservice level to meet the future needs of teachers in this area.

An Alternate Model for Student Teaching. Professor Cloninger and Hargis describe an alternative to the typical student teaching experience. The structured interactive environment which they describe may solve some of the problems that cannot be dealt with in a satisfactory manner in the typical student teaching environment.

We, the issue editors, believe that student teaching is a crucial facet of the teacher training process and that the many complex variables which enter into the student teaching process may either hinder or facilitate the development of the prospective teacher. These variables require examination, discussion and resolution.

Several articles in one issue of a journal cannot provide a comprehensive or in-depth treatment of this subject. The following selected bibliography in the area of student teaching, as it relates to special education, provides an additional source of information.

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Survey of Undergraduate Student Teaching Practices in Special Education

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Abstract: Student teaching is the culminating experience for the preservice special education program. Demographic factors, administrative organization, and supervision practices place limitation on the student teaching experience and dictates the scope and nature of this experience. A survey was conducted of the preservice special education student teaching experience in colleges and universities in New York State. Wide differences were found in regard to demographics, administrative organization and supervision among the student teaching programs. These differences raise questions as to the most appropriate model for student teaching in Special Education.

Introduction and Purpose

Any examination, discussion or review of student teaching programs and/or procedures should take into account the demographics, administrative organization, and supervision practices of the specific college or university which houses the program. Demographics, administrative organization, and supervision practices place limitations and constraints on student teaching programs and participants in these programs.

These constraints in-and-of themselves contribute to general problems (those related to the student process) and specific problems (those relating to the individual student teacher), related to the preservice training of special educators. The survey data revealed that most student teachers receive two separate placements during their student teaching practicum (15 of the 19 programs). A majority of the student teachers participated in dual certification programs

(506 dual, 245 single). Dual certification student teachers, in most instances, complete one practicum placement in a special education classroom and the other in a regular education classroom. Students in single certification programs usually complete two practicum placements in special education. This raises the question of whether comparable practicum experiences in special education programs are being provided to preservice students. Single certification students may be, at least initially, better prepared to function within the full range of teaching options allowed under New York State "Special Education" certification (K-12, noncategorical).

The purpose of this survey was to provide exploratory data in order to generate questions such as the above. It was designed to provide background information which could be used to evaluate, critique and provide basis for suggesting changes in student teaching requirements and procedures.

Method

All undergraduate teacher training programs in Special Education that could be identified at the college/university level in New York State were surveyed. Eighteen responses were received and tabulated from the twenty-four programs surveyed.

The survey instrument was comprised of three major components related to student teaching programs: demographics of the programs, administrative supervision and control of programs, and supervision practices. The demographics information requested included data on factors such as the numbers of student teachers placed, number of placements for each student, length of placement(s), college credit hours and certification(s) received upon completion of the training programs. Information regarding administrative organization included data related to coordination and policy formulation. Items related to supervision practices included identification of supervisors, evaluation of student teachers, preplacement orientation, grading/evaluation, evaluation of supervision, training of supervisors, number of observations required, financial remuneration for supervision, preplacement orientation, and grading and evaluation procedures. The instrument was limited to seventeen (17) items in order to facilitate a significant number of responses. The number of demographic information items were #2, #3, #4, #5 and #6. The administrative organization items were #1 and #17. The supervision practices items were #7, #8, #10, #13, #13, #14, #15 and #16. A summary of the results of the survey, by item, is as follows.

Survey Results

Surveyed — 24
Returned — 18

Item #1. Coordinator of student teaching program.
3—individual faculty

3 —individual faculty

6 —one faculty member with total responsibility
5 —student teaching office
4 —director/coordinator of special education program
0 —Other
18 TOTAL

Item #2. Number of undergraduate student teachers (current year).

	All Programs (total)	Individual Programs (range)
Special Education		
single certification (11/18)*	245	5-77
dual certification (16/18)	506	5-71
blind (3/18)	20	4-10
deaf (4/18)	22	3-10

*(11/18 format refers to 11 of 18 responding)

Item #3. Number of placements for each student.
3 — one
15 — two

Item #4. Certification provided upon completion of training program. program.
11 — single certification in Special Education
16 — dual certification in Special Education
3 — certification in the Blind/Visually Impaired
4 — certification in the Deaf/Hearing Impaired

Item #5. Length of student teaching placement.
18 — 1 semester
3 — 2 semesters

Item #6. College credit for student teaching.
range: 0 - 15 hours
mode: 6 hours

Item #7. Grading policy for student teaching.
11 — pass/fail
7 — letter grade
1 — honors

Item #8. Prestudent teaching orientation/workshop.
15 — yes
3 — no
Ranged from one or two work hour information type meetings to full workshop seminar (most reported information type meetings)

Item #9. Who makes policy decisions regarding student teaching.
1 — central administration
14 — department level
other: 1 — individual instructor
1 — field service office
1 — combination

Item #10. Who supervises student teachers.
17 — special education faculty
7 — regular education faculty
11 — other: graduate assistant — 1 prog.

field supervisors — 4 prog.
Item #11. Who evaluates student teachers.
  17 — special education faculty
  7 — regular education faculty
  4 — other: field supervisors only
Item #12. Evaluation of supervisors/by whom.
  6 — no
  12 — yes
  1 — student teacher
  3 — cooperating teacher
  8 — department
  other: 1 — peers
    1 — central administration
    1 — coordinator of student teaching
Item #13. Are supervisors trained.
  6 — yes
  12 — no
Item #14. Number of observations required.
  range: 2 — 8
  mode: 4
Item #15. Minimum number of observations.
  range: 0 — 6
  mode: 4
Item #16. Reimbursement for cooperating teachers.
  17 — credit voucher
  1 — money
Item #17. Terms used in lieu of student teaching.
  1 — "student internship"

Summary

It is not the intent of the authors to utilize this survey to make conclusions, recommendations or predictions. Rather, it is hoped that the information will serve as a stimulus for critical examination by the readers of existing methods and procedures used to administrate and evaluate student teaching programs. However, there are several interesting questions raised by the three areas of the survey which seem worthy of comment and speculation.

Demographics. Does the wide range in program size indicate a problem in program viability and resource availability (Item #2)? Why is there a significant difference in college course credits for student teaching (Item #6)? Are two shorter student teaching placements better than one longer one (Item #3)?

Administrative Organization. Which of the wide variety of administrative organizations reported in the survey is most practical or efficient, and are the existing methods a function of program size (Item #1 and #9)?

Supervision Practices. Should all student teacher supervisors be trained, should they be evaluated, and if so who should train and evaluate them (Item #12 and #13)? How should student teachers be evaluated and by whom? Should regular education faculty supervise and evaluate special education students (Item #7, #10, and #11)?

These are but a few of the concerns which can be generated from the survey results. In addition, other questions could have been asked to provide clarity and scope to the results reported. Additional data should be collected to identify further questions and field research should be conducted to generate potential answers to these questions.

Supervising Student Teachers: How to Teach Effective Skills for Working with Parents

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Abstract: Student teaching provides an opportunity for the student to acquire some skills that are often not emphasized sufficiently in undergraduate training programs. One of these skills is that of working with parents of exceptional students. The supervising teacher can be influential in helping the student teacher acquire the skills necessary for effective communication and development of a working relationship between parents and teachers. Through modeling and direct instruction the student teacher can learn such skills as: attentive listening, interviewing techniques, record keeping and how to develop an ongoing working relationship with parents as partners.

The active role of a student teacher is a marked departure from his/her previous experience as a full time student. As a college student one is primarily in the role of a receiver of information from instructors. In student teaching the emphasis switches from that of a receiver to that of a presenter of information to others. The primary audience of the student teacher is, of course, the public school students in his/her class.

As a result of the training received in preservice programs students are prepared to teach students. This article will deal with an area in which most student teachers have received little or no instruction or practical experience, i.e., working with parents of handicapped children. Suggestions are offered to supervising teachers who should assist the student teacher in gaining the necessary skills to effectively work with parents.

Supervising teachers must examine their own attitudes and knowledge of strategies related to working with parents. This examination should include a review of personal philosophy toward working with parents; perceived role of parents as contributors to the education process; strategies for involving reluctant parents; and the role of the parent in the IEP process. An unprepared or unthinking teacher cannot effectively prepare his/her student teacher to work with parents.

Where do we start? It is neither feasible nor practical for the supervising teacher to attempt to teach a course related to parent counseling to the student teacher in the field. What must be done is to offer practical suggestions which can be implemented in the total teaching experience and during student teacher conference periods. The following are some points which should be considered by the supervisor:

School Policies. Many schools have guidelines and/or policies regarding the role or responsibilities student teachers have in the education process. The student teacher needs to be aware of what the policies are of the school in order to conform to them. If the policies are written in a handbook the student teacher should receive a copy. If the policies are unwritten, but widely practiced, the supervising teacher or administrator should explain to the student teacher how these unwritten regulations/policies apply to them. Also, it would be important for the college supervisor to be apprised of the regulations/policies so they can further support the student teacher.

Guideliness/Policies Specific to Special Education. Student teachers will have had extensive training pertinent to PL 94-142 and Section 200, Special Education Regulations of New York and their application to parents. Teachers and school administrators need to share with the student teacher how they carry out state and federal guidelines. These guidelines should deal with issues such as: (a) does the student teacher have total access to the students' school records including those marked confidential?, (b) will the student teacher attend and participate in Committee on the Handicapped (COH) meetings?, (c) will the student teacher help develop IEP goals?, (d) will the student teacher attend and offer information to the parents in IEP meetings?, and (e) will the student teacher have the responsibility of establishing and conducting parent-teacher conferences or have contact with parents independent of the supervising teacher?

These are critical questions which must not be left unanswered. To leave these questions unanswered may result in problems for the student teacher and the supervising teacher that could have been averted. It would be best if these pertinent questions were addressed as a part of the student teacher orientation.

Including the Student Teacher. Student teachers should be considered as professional colleagues. They have, after all, completed the necessary preservice training leading to student teaching. They are responsible while in the classroom for planning, instruction and supervision. Therefore, there is rationale for their being involved in working with the parents of the students they have in their class. Depending on the answers given the questions posed in guidelines/policies specific to special education the role of the student teacher will vary from a limited one to being very much involved with parents. However, to the fullest extent possible, great effort must be made to insure that the student teacher be involved in working with parents.

Among the most critical skills to be developed facilitating productive parent-teacher working relationships are:

—initiating contact with parents
—gathering appropriate data for the parent-teacher meeting
—working with reluctant and/or angry parents
—involving the parent in developing the IEP
—providing strategies for teaching the child at home
—maintaining ongoing communication
—identifying community resources that can provide further assistance to the family
—being a critical and nonjudgemental listener
—maintaining a professional attitude and demonstrating professional courtesy
—learning how to use parents as resources to gain information about their child.

Many of the skills to be learned can be observed from modeling. The supervising teacher will have the practical experience and knowledge as to how best to work with parents. The student teacher can learn many of these skills by watching the behavior of the supervising teacher.

Colleges and universities should include specific coursework for students, preparing them to work with parents. All too often this critical area is overlooked with the emphasis being placed on mastery of teaching subject matter content. Whereas it is important for the student teacher to know how to teach math, if is also important for him/her to know how to effectively communicate with parents.

It is essential that the student teacher realize the importance of parental involvement in the education of their children. Historically, the extent of parental involvement has been stymied by school officials, including teachers, who perceived parents as being unqualified to participate in educational matters. Public Law 94-142 has determined that parents of handicapped children are to be active participants in the education of their children and has addressed the rights guaranteed to parents of handicapped children. It is the responsibility of preservice training institutions and the schools that provide practicum training sites to ensure that the student teachers learn the skills necessary to work as a partner with parents to provide quality education for students.

Author Notes

I would like to thank Mary Lou Kyser for her help in writing this article.

Preservice Preparation of Teachers to Work with Paraprofessionals

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Abstract: Since the 1970's it has been suggested that more energy and resources be devoted to upgrading the preparation of teachers for coordinating and working with paraprofessionals. However, little attention has actually been placed on the preservice preparation of teachers to work with paraprofessionals. To assure maximum cooperation with paraprofessionals there are a number of skills that should be addressed in preservice teacher preparation programs: supervision, training, and evaluation. For the preservice teacher these are difficult skills. It is the author's contention that it is the responsibility of colleges and universities to assist in these areas.

The first documented use of special education paraprofessionals occurred nearly 27 years ago in a demonstration project at Syracuse University (Cruickshank & Haring, 1977). In 1965, as a result of Title I of the Elementary and Secondary Education Act, paraprofessionals began to appear in significant numbers to free professionals from non-instructional duties (Greer, 1978). More than 80,000 paraprofessionals are now working in special education programs throughout the United States (Survey of State Departments, 1980). Paraprofessionals have now become an important part of the special education instructional team, helping to provide individualized programs for handicapped children.

Historically, the special education paraprofessional has been characterized by high job turnover rates, low pay, low status, and a minimum of education or training (Shotwell, Dingman, & Tarjan, 1960; Taylor, 1964). Reid & Reid (1974) classified the duties of this group as clerical, housekeeping, non-instructional, and instructional. The roles and characteristics of these paraprofessionals have recently been examined, and it is apparent that they are assuming a wide array of responsibilities in special education classrooms (Frith & Lindsey, 1980; May & Marozas, 1981). Many of these responsibilities include instructional planning, report writing, and testing, all of which require formal training (May & Marozas, 1981).

While the growth of paraprofessional training programs has been impressive (Whorton & Reid, 1978), there are still many paraprofessionals who must be trained by the teachers with whom they work. Fafard (1975) in her *Update Report on Paraprofessionals in Special Education* stated the need for teachers in special education to engage in preparation courses in how to effectively work and manage paraprofessional training and development in the classroom. This strengthening of preservice programs has been stated as a priority of the Division of Personnel Preparation in the Special Education Programs Office in order to produce quality special education teachers (Sontag, note 1). In order to deliver the most effective educational program to handicapped individuals, paraprofessionals and professionals must work together as a team. However, little attention has been placed on the preservice preparation of teachers to work with paraprofessionals (May & Marozas, in submission). Unless the new teacher has been prepared to coordinate, manage, and supervise, there may be many problems.

Over the years there have been many complaints from both professionals and paraprofessionals that reflect on their working relationship. For example, Bogdan, Taylor, Degrandere, & Haynes (1974) reported paraprofessionals who reacted to professionals by stating "They just sit in the office and tell us what to do; by they're not here. They don't know what we know." Fredericks, Baldwin, Hanson, and Fontane (1972) reported teachers referring to paraprofessionals in the following ways: "I don't know what to do with them," "They're more trouble then they are worth," and the paraprofessionals saying about the professionals, "The teacher didn't give me adequate instructions on how to do the task she wanted me to do and became annoyed when I didn't do it properly."

These comments, while perhaps being more severe than we would find in many programs today, do point out the necessity of a paraprofessional/professional relationship. While it is not the purpose of this article to propose new courses or even specify the content for courses preparing professionals to work effectively with the paraprofessional, there are three main areas of new skills that should be addressed in preservice teacher preparation programs: supervision, training, and evaluation (Whorton & Reid, 1978).

The area of supervision is of crucial importance. The teacher will be responsible for the day-to-day supervision of the paraprofessional and the delineation of the roles of the teacher and paraprofessional. If the teacher is able to organize and structure the classroom in such a way to make the paraprofessional a team member, not just an extra body, then a much more successful relationship can develop. In addition, some of the interaction skills than can be used during supervision will either make the paraprofessional feel like a welcome team member, or conversely, can make the paraprofessional feel like an outsider. Supervisory skills must be developed so that criticisms are given constructively, and in such a manner that the paraprofessional is not fearful of failing to live up to expectations thereby negatively influencing his performance.

Another area that the teacher should be competent in is the area of training. Paraprofessionals have widely varied backgrounds and responsibilities. The teacher must be able to determine the paraprofessional's strengths, weaknesses, and preferences, and use this information to train the paraprofessional in their areas of weakness to help them meet the needs of children in their classroom.

The final area mentioned, evaluation, was referred to indirectly under supervisory needs. The teacher will need to provide input to the paraprofessional for the purpose of job evaluation. This information can be used in making future decisions about job, responsibilities, future employment, and salary raises.

For many beginning teachers, these are difficult skills. They are still working hard to develop their own teaching abilities and may be overwhelmed by the additional responsibilities. However, exposure to techniques in these areas during their teacher preparation programs may help them to feel more comfortable in these roles.

In an attempt to remedy this apparent lack of content of paraprofessionals in preservice special education program, a U.S. Department of Education training grant was awarded to establish a National RETOOL Center to develop training modules to assist special educators to use paraprofessionals more effectively (Humm, 1982). This may assist some of the teachers who have already graduated from college, but there are still many preservice students in university programs who could benefit from coursework on paraprofessionals.

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Successful Student Teaching with Visually Impaired Children

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Abstract: The low incidence handicapped populations are often slighted in the preservice education courses that lead to non-categorical certification. One such group is the visually impaired/blind school age handicapped. This article addresses commonly used terms, some myths about vision, some common causes of visual impairments, signs of possible eye problems, and resources for the student teacher who may have a visually impaired student in class.

Undergraduate college/university courses which lead to a non-categorical certification in special education are typically designed to provide preservice teachers with the techniques, materials and methods for teaching children with high incidence handicapping conditions including the mentally retarded, the learning disabled and the emotionally disturbed. One group of the handicapped which are usually only superficially examined in special education courses, if at all, are the visually impaired. This lack of emphasis, although unfortunate, is understandable since the visually impaired/blind school age handicapped are such a low incidence population. It is estimated that one child in every 500 is visually impaired.

When a student teacher enters a student teaching placement and encounters a "visually impaired/blind" child, the student teacher may react with fear and/or confusion. Not only may the student teacher not know what to expect nor feel equipped to deal with the special needs of a "blind" child, but the cooperating teacher and the staff may have limited expertise with this type of handicapping condition.

The confusion and misunderstandings of student teachers, cooperating teachers and staff are a result of lack of understanding of the terminology and unfamiliarity with available sources of information. To allay some of these misunderstandings, confusions, and fears, this article will define commonly used terms, dispel some myths about vision, explain some common causes of visual impairments, discuss signs of possible eye problems, and provide a list of resources.

Definition of Terms

Four terms are commonly used to describe visually impaired students. The terminology has changed through the years so some of the previously used terms are included in the definitions.

Visually Impaired or Visually Handicapped. This is the generic term used to identify students who qualify for special education services. The term includes all students whose vision is sufficiently impaired to affect their functioning in school. This definition is much broader than the legal definition of blindness which was previously used.

Blindness. The legal definition of blindness is still used by other disciplines. In North America and many other countries it is: "vision of not more than 20/200 in the better eye after correction, or a defect in the visual field so that the widest diameter of vision subtends an angle no greater than 10 degrees."

Blind Within the population of people defined by the legal definition of blindness or visually impaired are two groups. Blind students are those who have so little vision that they use braille as their primary reading medium. This group has also been referred to as braille students and "totals."

Partially Sighted or Low-Vision. Partially sighted or low-vision students, the second group, are those who use print with or without visual aids as their primary reading medium. Other terms used for this group are partially blind, sight handicapped, sight, saving, legally blind, visually limited partials.

Myths About Vision

Over the years many beliefs about vision have been embraced which with additional study and information have been shown to be inaccurate. The concept of sight conservation was once widely practiced and promoted by eye specialists. Studies have shown the converse of this theory to be true children should be encouraged to use their vision to develop greater efficiency.

Glasses can and do assist in the correction of conditions involving refractive errors such as myopia, hyperopia and astigmatism. However, when the eye condition is due to underdevelopment or damage, glasses are of little or no use.

The distance at which one holds materials does not affect the vision, but may reflect the differences in the size of print that a partially sighted student can use. If a television is working properly, sitting close will not affect the vision.

Dim light will not hurt the eyes and with certain eye conditions it is preferable. Children with cataracts and albinism may require dim lighting in order to work more comfortably.

Common Eye Conditions

The following eye conditions are some of the more common causes of visual impairment in school age children.

ALBINISM is a hereditary condition in which there is a lack of pigment throughout the body including the eyes. People with this condition are very sensitive to light and generally have a nystagmus which is an involuntary, rapid movement of the eyeballs.

A CATARACT is a condition in which the normally transparent lens of the eye becomes cloudy or opaque. The treatment for this condition is the surgical removal of the lens and use of glasses.

GLAUCOMA is a condition in which the pressure of the fluid inside the eye is too high. Depending on the type of glaucoma, the visual loss may be gradual or sudden.

MYOPIA (nearsighted) is a condition which results in a refractive error because the eyeball is too long from front to back.

RETINITIS PIGMENTOSA (R.P.) is a hereditary degeneration of the retina beginning with night blindness and producing a gradual loss of peripheral vision.

RETROLENTAL FIBROPLASIA (R.L.F.) is a visual impairment in which the retina has been damaged as a result of oxygen given to incubated premature babies.

STRABISMUS occurs when the eyes are not simultaneously directed to the same object as a result of an imbalance of the muscles of the eyes.

Signs of Possible Eye Problems

Some vision problems may go unnoticed if a child has a gradual loss or has accommodated for the loss. A student teacher who observes children everyday, can often notice symptoms of a possible vision problem and alert the appropriate personnel. Warning symptoms related to the child's appearance are:

—red rimmed or swollen eyelids
—crust near lashes
—frequent sties
—red or watery eyes
—eyes in constant motion
—crosses eyes or one eye turning in and the other out
—eyes that cross when the child is tired
—eyes with pupils of different sizes.

The following behaviors are also warning symptoms:

—blinks constantly
—rubs eyes often
—tends to have eyes crossed when reading
—tries to brush away blur
—seems overly sensitive to light
—stumbles or trips over objects
—holds book too close or too far away when reading
—frequently changes distance of book from near to far as he reads
—shuts or covers one eye when reading
—tilts head to one side when reading
—screws up face when reading
—frowns when trying to see distant objects
—thrusts head forward in order to see an object
—holds body tense when trying to distinguish distant objects
—becomes inattentive during reading lesson
—reads only brief periods without stopping

Resources

A student teacher who encounters a visually impaired child in his/her classroom can use several sources to gain more information. One possibility is to contact local professionals. This would include the teacher of the visually impaired, a college or university person involved in a teacher preparation program in vision, an employer of an agency serving the visually impaired, and medical professionals.

Another source of information would be the organizations that provide services or materials for the visually impaired. Some of these organizations are:

American Foundation for the Blind, Inc.
15 West Sixteenth Street
New York, New York 10011

American Printing House for the Blind, Inc.
1839 Frankfort Avenue
Louisville, Kentucky 40206

National Society for the Prevention of Blindness, Inc.
79 Madison Avenue
New York, New York 10016

These organizations provide some free and/or inexpensive publications about visual impairments and blindness as well as materials and aids. The student teacher who contacts these resources and the additional informational sources which are recommended by the above organizations not only will be more successful during his/her placement, but can be influential in the creation of a more stimulating, successful, educational experience for the visually impaired student.

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Student Teaching and School Discipline

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Abstract: Nine teacher characteristics and skills that could influence school discipline are discussed. Characteristics are: (1) assertiveness, (2) willingness to reinforce and punish, (3) expectation for pupils, (4) ability to communicate with pupils and parents, (5) the teacher as a model, (6) consistency and objectivity, (7) willingness to use the support of other teachers and administrators, (8) educational philosophy, and (9) organization. Behavior management techniques are introduced for consideration and application.

How many times have you heard a teacher exclaim "The kids just walked all over my student teacher. She has no idea how to discipline these kids." Inability to discipline is an all too common complaint made about the pupil management skills of the struggling student teacher.

Most recently our president, Mr. Reagan, has taken an interest in "the discipline problem" and may provide us with some assistance in effecting a solution. Until such assistance comes, teachers and students teachers might focus on teacher behavior, and behavior management techniques as two key dimensions of the discipline problem.

Teacher Behavior

We have identified nine teacher characteristics that might influence school discipline (Heitzman, 1981). They are as follows:

1. *Assertiveness.* We usually define assertiveness as standing up for personal rights and expressing thoughts, feelings, and beliefs in direct, honest, and appropriate ways which respect the rights of other people. In regard to disciplining students we mean the ability to confront students and require them to comply with reasonable requests and school rules, without becoming a martinet.

2. *Willingness to reinforce and punish.* This is a key teacher variable in pupil control. It is a simple fact of life that all of us want to realize positive consequences as a result of our behavior. We expect praise from our colleagues and friends, money from the boss, and recognition from our professors for our accomplishments. Our students also want positive things to happen to them as a result of their good behavior. Some teachers are very reluctant to punish, and others are too quick to go for the jugular. Few educators would advocate a rigid punitive school climate as a means to achieve discipline. However, there are occasions when the administration of punishment is unavoidable.

3. *Expectations for pupils.* We should try to maintain positive expectations for pupils. The old saying, that "If you give a dog a bad name he will be a bad dog" is frequently true when we consider our expectations for problem students. We expect them to be problematic. If we maintain an optimistic outlook with reasonable standards for student behavior, the results should be positive.

4. *Ability to communicate with pupils and parents.* Poor communication or failure to communicate has become a trite excuse for the cause of many school and social problems. However, there are occasions when communication failures derive from the assumption that student and parents know school rules, procedures, schedules, etc., is not always true. Rules and procedures must be taught to students.

5. *The teacher as a model.* Like it or not, teachers are models for their students and students often imitate their teachers. Pupils can be selective about the behavior they choose to imitate and are likely to select our flaws. Teachers should be aware of their behavior so as to avoid having to make "Do as I say, not as I do" statements to correct pupils.

6. *Consistency and objectivity.* Everybody wants consistent, fair treatment and pupils are no different. They want and expect to have rules enforced fairly. Inconsistent or unfair treatment is often the source of discipline problems and will contribute significantly to the erosion of pupil respect for school personnel.

7. *Willingness to use the support of other teachers and administrators.* When discipline problems occur we should not be reluctant to use the support of other teachers and administrators. Particularly when the situation becomes severe enough that one person could not possibly gain control. Seeking help is not a weakness. In fact, sometimes it is just common sense. Many teachers are afraid to seek the help or advice of colleagues, fearful that it will be interpreted as a sign of ignorance or weakness. Beginning teachers, not yet confident in their ability to handle problems, may have to rely on the advice of more experienced teachers. There is probably more advice swapped about handling discipline problems than about any other aspects of teaching. It is worth your attention, but like all advice, some of it is poor. You

must learn to become a discriminating consumer.

8. *Educational philosophy*. Some teachers have developed educational philosophies that relieve them of the responsibility for pupil control and achievement. These teachers usually perceive their role as friend, guide and learning facilitator. They believe pupils are inherently motivated to learn and will learn when they are ready if given the opportunity; the classroom must be a free atmosphere where every student has the freedom to express himself; structure is rigidity and rigidity is the antithesis of freedom. These notions might be interesting in theory, but in practice often lead to classroom chaos. The teacher who readily accepts the responsibility for pupil control and achievement should encounter fewer discipline problems.

Student teachers are often confused when their training in pupil management conflicts with the ideas of their cooperating teacher and/or college supervisor. All three may have differing orientations that they want implemented in the classroom. From a realistic standpoint, the student teacher must accommodate the directives of the cooperating teacher and college supervisor if she wants to pass the student teaching experience. The student teacher may be knowledgeable of the best pupil control methods, but will have to wait until she/he has her/his own classroom to put them into effect.

9. *Organization*. Being organized is considered a prerequisite for effective teaching. Organization that produces interesting activities and allows the teacher to monitor several simultaneous activities will serve to deter classroom disruption. This type of organization requires thought and planning.

Behavior Management Technqiues

Historically, we have neglected to provide teachers in training with specific courses in discipline techniques and behavior management procedures. Some educators claim there is no intellectual base from which to conduct such training. This is a poor excuse, since there is a strong base in behaviorial psychology. Educators have been reluctant to accept the applied behavioral analysis orientation as a viable pedagogy. Some have even expressed unsubstantiated claims that such an orientation is incompatible with modern school philosophy and practice. Such people are avoiding reality. Behavioral programs have been quietly and effectively changing behavior in classrooms, institutions, and mental hospitals for many years.

The relationship between student behavior and the school environment is often a subtle one and educators give varying degrees of credence to the influence that the environment exerts on pupil behavior. Given a perfect school, with perfect teachers, a perfect curriculum and perfect administrators, it is quite obvious that the pupils would probably be flawed. Flawed pupils, even in a perfect environment, must be managed. If pupil control is a high priority objective, we must realize that the best route for accomplishing our objective is through the school environment.

Manipulation of the school environment must be achieved through planning and maintaining the consistency of school personnel behavior. Much of the time, student control is attempted after the fact instead of making plans to handle or avoid problems before they occur. We wait for the crisis and concoct hasty, ineffective solutions. Most of our school planning efforts are centered on the curriculum and the attainment of educational goals. If lack of student control is a factor that inhibits reaching those goals, then planning for student control should be the first step in any effort. By generating a school discipline plan, school personnel have the opportunity to behave consistently and prevent or be ready to handle problems as they arise. Consistency is a must, so that problems will be handled in much the same way across the school with no differential treatments. We all realize that plans can fail, but in the event of failure, we at least have something to analyze and modify to help build a more effective system.

There are four rudimentary principles that we should consider and systematically apply when attempting to control pupil behavior. (There are many fine texts explaining in detail the use and application of these principles.) The following principles must be taken seriously, and not dismissed as common sense notions.

First, when behavior is followed by a consequence that will increase the probability of the occurrence of that behavior under similar conditions in the future, we would say that the behavior has been influenced by positive reinforcement. Reward is too narrow a term to use in this context. Positive reinforcement means any consequence that will increase the probability of occurrence of the behavior, such as, peer praise, teacher attention, or a smile from the opposite sex.

Second, negative reinforcement is an aversive stimulus in the environment that will encourage avoidance and operate to increase performance of a desired behavior. In a school setting a negative reinforcer is often in the form of a threat. "If you do not complete your math problems, you cannot go out on the playground." We hope the threat will increase the number of math problems the student will complete in order to avoid staying in the school building.

Third, punishment is an aversive stimulus or consequence that is presented following a response to reduce the rate and probability of occurrence of that response. Punishment could also be considered the removal of a positive consequence, such as, privileges, free time, or participation in a desirable event or activity.

Fourth, extinction is withholding reinforcement from a previously reinforced response in hopes that the rate of occurrence of that response will diminish. This is the old "ignore it, and maybe it will go away" trick. If we do not attend to certain behaviors, their frequency of occurrence will decrease.

Some teachers object to positive reinforcement on the grounds that we are bribing students with candy and toys to learn. Bribery is usually thought of as gift or emolument given to someone to do something corrupt. Becoming educated is not yet considered corrupt. This is a narrow, erroneous concept of positive reinforcement sometimes associated with token economies. A token economy operates by presenting pupils with tangibles (points on a chart, poker chips, metal discs, etc.), contingent upon desired behavior, that can be accumulated and traded for back-up reinforcers. Back-up reinforcers usually consist of durable and/or consumable objects that the students can purchase with the tokens they have earned. Token systems have been most associated with bribery, even though it approximates the real-life situation of earning money to buy goods and services. Token economies are usually reserved for highly problematic populations which are extremely difficult to manage and motivate. Such a system may merit consideration for some school population.

When we attempt to apply positive reinforcement in schools we are confronted with two problems, (a) finding acceptable positive reinforcers in the school setting and (b) making them contingent upon desirable behavior. For young children, we know that social reinforcement in the form of teacher praise and attention is a potent reinforcer that will serve to change and maintain behavior. The problem with social reinforcement is that teachers are not as consistent and generous with their attention and praise as they need to be in order to change or control pupil behavior. Teachers need to become more aware of their own behavior and of the effects that their praise and attention can have on pupil behavior. Once we go beyond social reinforcement, it becomes a bit more difficult to isolate and provide reinforcers that are acceptable within the school setting. Such things as privileges, use of free time, and participation in activities must be fully explored as reinforcers. We can observe students and assume that their high probability behaviors, that is, the things they seem to enjoy doing the most, would be effective reinforcers provided those behaviors and activities are acceptable to school personnel. When all else fails, we might simply ask students what things they like doing in school. Do not make the mistake of thinking the activities or privileges that school personnel feel should be reinforcing for students will be effective. Reinforcers must be developed and tested for both groups and individual pupils.

After we have identified effective reinforcers, we must make their obtainment contingent on student behavior. This is where Grandma's rule, "Eat all your vegetables and clean up your plate, then you may have dessert," comes into effect. In other words, "If you complete your work and your behavior is proper, then you can participate in an activity that you enjoy." All too often we permit students to engage in their preferred activity just to keep them busy or from annoying us. A teacher explained to me how her school was coping with a large truant potential dropout population. The school received a grant to equip an arts and crafts area and hire a skilled teacher to provide instruction for their hand-core problem students. The students had to come to school, report in, and then go directly to the arts and craft class where they could spend the rest of the day. The completion of school work and class attendance was optional. The program seemed effective in keeping many of the problem students in school and engaged in productive tasks. However, since participation was not contingent upon completion of school work or good behavior, the program started to have an effect on the rest of the school population which did not have access to the program. They began asking their teachers, "If we're bad enough, can we go to the arts and crafts program?" Sometimes, we try too hard to make learning into "fun and game" activities. Not all learning is fun. A great deal of it requires hard work on the part of the students and teacher. We should require participation in school work to earn access to the "fun and game" activities.

Punishment has been the mainstay of pupil control in schools. It is unrealistic to assume that we can swing completely over to an environment that uses only positive control procedures. The question is, how can we minimize punishment and maximize positive procedures? Perhaps one solution is to maximize the effects of punishment (Heitzman, 1983). We should remember that punishment must reduce the occurrence of a particular act. If it does not, then we have not effectively punished the student. Are the schools really doing an effective job of punishing misbehavior? If we were, we would encounter fewer discipline problems. It would seem that we are not very effective at arranging either punitive or positive environments. Therefore, we should minimize punishment by attempting to get a maximum effect and maximize positive consequences for desired behavior by providing effective positive reinforcers.

Extinction can be an effective method of reducing the frequency of undesirable behavior if we can identify and control the reinforcers that are maintaining that behavior. In practice, it is often impossible to identify, let alone control, the reinforcers for a particular misbehavior. For older pupils, so much positive reinforcement for misbehavior comes from the peer group making the application of extinction nearly impossible. What we can do is examine teacher behavior to determine if it is having a direct effect on pupil behavior and make the necessary changes. Withholding reinforcers to extinguish misbehavior requires patience and consistency.

One of the more difficult tasks that we expect of student teachers is the proper management of pupil behavior. In the future we must (a) provide training in behavior management techniques and (b) be supportive during the student teaching experience.

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Student Teaching for the 21st Century

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Abstract: Most of today's teachers will still be teaching in the 21st century. Technology is rapidly affecting what is done to help the handicapped learn and achieve. Student teachers must develop techniques to help them stay current and resist technological obsolescence. Information is provided and actions suggested which will foster life-long skills and a futures orientation regarding technology.

The Problem

It may be difficult to conceive but most of today's student teachers will still be teaching in the "21st century." What the curriculum will contain and how it will be taught in the future is a matter of much conjecture and concern. Futuristic scenarios of society and all its institutions including education range from gloomy predictions, such as Orwell invented in his novel "1984," to overly optimistic portrayals of a totally labor free, self-actualizing existence (Jennings, 1984; Brown, 1983; Budoff & Hutten, 1982).

The specifics of the future are, of course, unclear but we can predict that it will be a highly technological one. Technologies are evolving which will, at an ever increasing rate, impact every facet of our existence. One of the areas which will be heavily impacted will be what and how we learn (Mitzel, 1974).

This "middle-of-the-road" concept of the future, one of continued and rapid technological development and use, is the scenario of the future proposed by the well known writer Isaac Asimov. He states that "the future can be expressed most simply in one word: computerization!" He predicts large-scale changes in job descriptions and types because of changes in production and business management systems. This in turn impacts education. He says that "in the United States of 2004, education and reeducation will be the major national concern. . . elaborate government sponsored reeducation programs will make it possible for the unemployed (and the handicapped) to fit themselves to new jobs. . . (at the same time) the educator of the young will have been undergoing a revolution of its own, thanks to the computer. . .by being made 'computer-literate' en masse with a large part of education carried through by means of the computer" (Asimov, 1984).

Technology and Special Education

Asimov's predictions are already beginning to come true, particularly in the field of special education. Advances in technology have begun to revolutionize what we do to help the handicapped. In an informational, although somewhat superficial series of three mini-articles (Electronic Learning, 1984) the editors of *Electronic Learning* provide their readers with examples of the use of microcomputers to teach special education students basic skills, handle all the paperwork demanded by federal and state regulations, and help severely disabled students communicate with the world.

Another, more extensive, article illustrating the emerging uses of technology in both general and special education is provided by Tawney and Cartwright (1981). They provide an excellent overview of the effect of techology on education generally and then discuss how technology can help the handicapped in two areas—communication and mobility. Other useful sources which focus on the use of microcomputers are:

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Student Teaching and Technology

But what do these predictions and emerging technology have to do with student teaching? Won't tomorrow's teachers just adopt and adapt on-the-job as other teachers have done in the past? Most, unfortunately, will not. The evolving high-tech revolution presents a two-fold problem for preservice teachers—vocational obsolescence and institutional resistance.

Vocational obsolescence. Without appropriate preservice and inservice training, tomorrow's teachers will not be able to cope with the future demands of society. It has been said that almost all of our adult population including student teachers are BC, before computers—that is, they received their formal education before computers (Heller, 1984). They have become almost instantaneously obsolete and many feel threatened by their lack of knowledge about the information age in which they live and teach (The, 1982). Today's teachers and student teachers must be retrained if they are to function in tomorrow's classrooms, teaching tomorrow's curriculum, using tomorrow's technology.

Resistance to change. Most of our teacher training programs at colleges and universities are highly traditional and change resistant. Perhaps, this has served us well in the past as a "leveling" mechanism during the minor divergencies caused by the dynamic nature of social progress, but with the rapidly accelerating rate of technological advances society can no longer tolerate a "heels dug in" (Norris, 1977) attitude towards change. Education, in general, and teacher education, especially, can no longer afford to be "last with the least" in the adoption of high tech advances.

The student teachers of today, and unfortunately for the foreseeable future as well, have been and will continue to be trained to teach in the present world. They are already vocationally obsolete before they teach their first class even as a student teacher. The children they teach may already be programming in LOGO, using voice synthesized speech or controlling electric wheelchairs with firmware adaptations, yet most of the special educators in today's classrooms and today's student teachers preparing to enter the field of special education are unfamiliar with these and other technological advances. Because teachers typically do not receive training in high technologies, they are not likely, later, to explore the instructional implications of those technologies (Podemski, 1981).

Solutions

What can be done for and by student teachers to overcome the problems of vocational obsolescence and resistance to change? Two important actions which can be taken are to develop and foster a positive orientation toward change, and to develop a technological knowledge base. This skills training and attitude development, of course, should begin at the preservice level and be extended and/or applied during student teaching. Some actions and activities which can be done to improve and extend these attributes are as follows:

A. Futures Orientation

Tawney and Cartwright (1981) propose the following actions to promote a futures orientation.

1. Read 'The Third Wave' and 'Future Shock'.
2. Go to the public library and newstands to examine newspapers, magazines, and journals for articles and data concerning technology.
3. Develop your own futures scenarios and begin to track them over time.
4. Develop units and lessons about science and technology and teach them.

B. Technological Knowledge Base

To acquire missing technological knowledge and skills the student teacher can:

1. Attend all inservice training available for learning about technological equipment.
2. observe and "pick the brain" of professionals such as P.T.'s, O.T.'s and Speech Therapists who are using new high-tech equipment.
3. Ask for training in computer literacy, if it is available.
4. Read the high-tech educational journals found in the teachers room.
5. Spend extra time in the media room learning how to use the equipment.

Summary

Lifelong learning is the only alternative to vocational obsolescence of one of our most valuable resources, the teachers of tomorrow (Young, 1984). The time to develop the knowledge and attitudes about technology which will be needed in the 21st century is the present, during preservice teacher training and during student teaching. College and university supervisors and cooperating teachers need to insure that student teachers find the time to engage in activities to strengthen their student teachers' technological knowledge base and futures orientation.

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Project Breakthrough: An Alternative in Teacher Training

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Abstract: A program to assist in the preparation of effective special education personnel is held summers at the State Unversity College at Geneseo, New York. Project Breakthrough offers graduate students the opportunity to acquire knowledge and skills, then apply these in teaching situations with exceptional children. The training program is analogous to the diagnostic-prescriptive instructional model used with the children in the program's demonstration classes. Students and teachers learn in a positive and productive manner.

To be a teacher is to be a student. Good teaching is a process of learning, developing the skills and knowledge to learn from each child what is best for him or her (White & Haring, 1980). Teachers need to be taught using methods which have been proven effective with learners and which can then become part of their repertoire of skills. Teachers need: systematic instruction on content, application experiences, guided practice, modeling, and feedback (Stephens, Hartman, & Lucas, 1983). They need to learn to work and play with children and with other teachers. The described model of teacher training, emphasizing the application of teaching skills, is an optional component of the graduate program in Special Education at the State University College at Geneseo. It is an instructional delivery system designed to prepare effective special education personnel within the constraints of an institution of higher learning.

Project Breakthrough, the summer program, is available to no more than 24 graduate students, who require or desire nine credits in the following areas: internship (3 credits), behavior management (3 credits), and educational programming (3 credits). Competencies for these courses are stated; requirements and criteria are specified in behavioral terms, where possible. Several types of objectives are included in the competency requirements: (a) knowledge objectives, for example, being able to define terms of applied behavioral analysis or to describe methods of generalization of a skill, (b) performance objectives, such as being able to make, administer, score, and interpret individual diagnostic tests, (c) affective objectives, those associated with attitudes and values, such as a positive attitude about ongoing diagnostic techniques and charting behaviors, (d) experiential objectives are those associated with important experiences but for which an outcome may or may not be specified, such as anecdotal observations, parent contacts, informal interactions with children and teachers, and (e) consequential objectives which are related to change in child performance as a direct result of teacher intervention (Blackhurst, 1977). Competencies are assessed according to specified criteria available to the students. Most of the competencies can be objectively assessed. Those that are more subjective—employing the instructor's "best professional judgement"—are acknowledged as not fully objective and are thoroughly explained.

When possible, given institutional and resource constraints and degree requirements, the program is individualized for the interns. Variations for individualization may exist, for example, in entry level skills, in the time frame for demonstration of competencies, in the type of tests, methods, and materials used in teaching, in the amount of recycling required based on instructor's observation, and in the responsibilities for group leadership.

The characteristics of the training program are very much analogous to the diagnostic-prescription instructional model supported by special educators for working with exceptional children (Stephens, 1977; Mann, Suiter & MClung, 1979) and taught in Project Breakthrough. Both instructors and students involved in this training program are demonstrating the approach to learning that they are to apply with children. It is an example of "practice what you preach" (Blackhurst, 1977, p. 162).

The program runs daily for five weeks with the children attending from 9:00 to 12:00 and the graduate participants, from 9:00 to 4:30. The staff consists of two demonstration teachers, three college faculty, and a college work-study student. Children are selected, for the primary and intermediate classes by public school personnel, based upon their need for intervention in academic, social, and behavioral skill areas. The number of children attending is dependent upon the number of graduate students enrolled.

There must be a one-to-one ratio of graduate interns to children.

During the first hour of the morning, the children, with their demonstration teachers, set individual goals for social behaviors, which they attempt to reach or move toward that day. For the remainder of the first hour, the children work with the demonstration teachers on lessons related to a unit topic, or they work at learning centers constructed by the graduate interns. While the children are in the classroom, the interns spend the first hour in lectures or participate in systematic observation of the demonstration teachers and the children. Observations are done through specifically designed observation rooms equipped with one-way windows and sound systems.

During the second hour of the morning, each child is tutored individually by the graduate student assigned to him or her for the five-week period. In the last hour of the morning, the interns alternate working with the children in large and small group situations, following unit plans which they have developed. When the graduate students are not teaching, they observe their fellow students in order to provide feedback, to improve observational skills, and to understand lesson continuity. During their teaching, the interns are continually observed and provided feedback by their fellow students, demonstration teachers, and college faculty. Each afternoon, the teachers-in-training may attend lectures by college faculty, demonstration teachers, and professionals in special education and related fields, or participate in individual conferences, directed discussions and simulations, or work on group projects.

To individualize instruction for the children, the interns learn to employ a diagnostic-prescriptive teaching approach. Programming is based on descriptive data collected prior to and during instruction. Information on a student's skill performance and learning style is obtained through systematic observation techniques, informal assessment procedures, and formal testing devices administered by the graduate students, demonstration teachers, other staff persons, and the children themselves. Data are recorded on Standard Behavior Charts or on teacher-made recording forms. Recorded data are then translated into qualitative statements and quantitative results. The numerical results are continually graphed using various graphing strategies. Results are then used to determine what to teach, how to teach and when to make programmatic changes. The systematic, precision teaching approach being learned by the interns enables them to reliably make program changes and monitor student progress through daily brief evaluations of a child's accuracy and fluency on a skill (White & Haring, 1980). The use of precision teaching rules, guidelines, and procedures assist the interns in improving their instruction and impacting on student performance.

Project Breakthrough has run successfully for several years, providing a dynamic system of teacher training benefiting graduate students, college instructors, and children. These benefits are due to several aspects of the program. First, the program takes place in a positive, supportive environment. The atmosphere promotes acceptance and enhancement of each person's skills, working with others to accomplish tasks, encouragement to take on new challenges, and acknowledgment of positive efforts. Second, the emphasis is on the value of learning, where each participant is both a provider and a receiver of information. Modeling, systematic observation, evaluation, and feedback are provided by the staff to the graduate interns and the children. The graduate interns, in turn, provide feedback to their colleagues and the children. The children provide feedback to their peers, the graduate interns and the Breakthrough staff. Instructors/teachers at all levels can directly determine whether or not their students have attained prescribed objectives, and the students are always cognizant of their performance level and how it relates to stated requirements and criteria. Third, the children and adults in the program participate in non-academic activities together and come to know each other as individuals. They actually have *fun*—at snack and recess, in art and cooking activities, in games and contests, at swimming and hiking, and at a final picnic and playday. Each graduate student becomes very close to one child who can learn, have fun, and share experiences as a result of the tutor's special interest and support. Students and teachers progress together, experiencing learning in a positive and productive manner.

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Working With Your Principal: A Brief Survival Guide For Special Education Teachers

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For most special educators, receiving our advanced degrees has meant untold hours studying curriculum methods and materials, personality and learning theories, and portraits of the exceptional child. We then graduate and find ourselves placed within an educational environment charged by the very intense nature of our purpose—to work with youngsters for whom learning has been a most difficult and unsuccessful experience.

Additionally, our position is more closely supervised and monitored as per state and federal requirements. Yet, we walk into school on our first day or, for that matter, our third year, with little or no understanding of a most important relationship: teacher to principal—worker to boss.

The teacher/principal relationship is the most strategic of all dynamic relationships within our educational environment, for the principal leads. Ideally, he/she sets clear goals and provides direction to his/her staff. They are achievement-oriented, they emphasize evaluation, they supervise curriculum and instruction. In other words, the school principal is the expert in the technical processes of schooling and, as such, it is incumbent upon the teacher to relate, and relate well, in order to be successful.

A Good Teacher is Allowed to Be One

For a special educator, effectively working with his/her principal is especially crucial to success—a smooth, efficient, and measurably productive operation. Three qualities of a good teacher stand out in affecting a positive working relationship with principals: keeping them informed, retaining their confidence, and judiciously exerting pressure to get the job done.

Keeping the Principal Informed

There is a line to tread between too much and too little when keeping your boss informed. Before making assumptions regarding an issue, some important factors must be addressed: the history, alternative approaches, and significant outcomes. The more long term, the more complex the issue in question. How much information, then, is enough? Is it necessary to inform about all that happens, when a major step occurs, or simply, the final outcome? To manage information effectively, one must analyze its context. What is at stake for the principal? How directly do the process and outcome bear upon his/her responsibilities? Then, if what is involved directly relates to him/her, considerable detail must be provided.

Does the principal have a personal or political interest? Principals are extremely sensitive about being "the last to know" about anything that concerns them. When something personal or political is at stake, information must be consistently fed. How much do you want the principal to become involved? Such things as access to special expertise, or any morale or other support helpful to you, must be considered. Consider, too, how much you want to impress the principal with your actions—the more you want, the more you inform.

Retaining Your Principal's Confidence

We all know that principals want their teachers to be fair, accessible, understanding, and decisive. But, there are other qualities a principal looks for which are indicative of consistency and predictability:

—They want to be sure that you know what you're doing. You give substance to your ability when the principal has no reason to doubt any of your moves, when there are few surprises. The principal must be given as much of an explanation as possible in order to be able to anticipate and feel comfortable with your decisions.

—They want you to set high standards. Principals become quickly bored with teachers who are satisfied with average performance, rarely pushing for the best. Teachers and students seldom say, "demand more of me," but many are pleased when it is done, and respond accordingly. Principals get "turned on" by those teachers willing to take chances—asking their schools to be better than they thought they could be.

—They want to believe you'll stand up for and support them. Knowing this, principals will extend themselves and be less gun-shy about taking flack from special interest groups.

Exerting Pressure on the Principal

Putting pressure on the principal isn't easy, can sometimes backfire, but often is necessary. The following approaches are pragmatic and outcome—oriented:

—Don't apologize, it just weakens your case. If the issue is pressing and the needs legitimate, there's no reason to say, "I'm sorry," for initiating discussion.

—Identify a fresh angle. If all of the main points have been heard before, the principal will turn a deaf ear to repetition. Come up with a new twist that gives the issue immediacy and importance.

—Keep it impersonal. Keep yourself out of the discussion as much as possible. Don't put your ego on the line by making it an "I" vs. "he/she" issue.

—Offer to clarify, research, or contact. The more you can expedite, the better your chances of getting what you need.

—End on the upbeat. You may not be able to get a firm commitment, but don't leave things up in the air. Set the stage for action. If you sense negativism, refocus the intentions of the principal and bring him/her to your conclusions.

—See the bright side of problem solving. Although you surely will not always get what you want, you may profit from being educated to the principal's way of thinking. Survive to fight another day.

Professional News

Dr. Jed P. Luchow (498)
Professor
Department of Education
St. George Campus
The College of Staten Island
130 Stuyvesant Place
Staten Island, New York 10301

Joel Mittler (71), Professor of Special Education at the C.W. Post Campus of Long Island University, Greenvale, New York has been appointed Assistant Dean of the School of Education. Joel has also been elected Secretary of Technology and Media for Exceptional Individuals, a new organization which is seeking divisional status within CEC.

Joyce N. French (742), Director of Teacher Education, will be presenting a conference on "Changing the Future for Learning Disabled Adolescents" at Manhattanville College on June 1, 1984. The keynote speaker will be Dr. Donald Deshler, Director of the Institute for the Study of Learning Disabilities at the University of Kansas. For additional information contact: Joyce N. French, Manhattanville College, Purchase, New York 10577, 914-694-2200 at ext. 214/283.

Robin Boucher (750), Professor of Special Education at New York University, would like to announce a summer camp program co-sponsored by NYU and Camp Ramapo-Anchorage in Rhinebeck, New York. The camp serves children who are emotionally disturbed or learning disabled. New York University will be offering undergraduate and graduate courses at the camp. Students will be counseling and supervising the children. For additional information contact: Dr. Steve Weiss, 200 East Bldg., New York University, 50 West 4th Street, New York, N.Y. 10003, 212-598-2991/2.

Lisa Fleisher and **Mark Alter** (750), Professors of Special Education at New York University, would like to announce three new federally-funded training programs. The Special Education Support Consultant Program (SESC) is designed to train personnel working with the supervising special educators in program development for severely and profoundly handicapped individuals. The program leads to a Department Certificate in Training in Special Education. The Special Education Learning Consultant Program (SELC) is designed to train Special Educators as specialists in their field of expertise as resource teachers, consultants, educational evaluators, and teacher trainers. This program leads to a Master's Degree or an Advanced Certificate. The Ph.D. Program in Special Education is geared to the training of leadership personnel in special education. For additional information contact: Dr. Mark Alter, Department of Educational Psychology, New York University, 50 West 4th Street, New York 10003.

Professor **Reuven Feuerstein** will lead an intensive 10-day workshop on Structural Cognitive Modifiability, July 23 - August 3 at Teachers College, Columbia University; for psychologists, counselors, educators and researchers concerned with the assessment and remediation of youth with learning problems. Offerings: Learning Potential Assessment Device (LPAD)—a test-teach-test culture free assessment tools, and Instrumental Enrichment (IE)—a cognitive skills training program. Staff also includes Prof. **Mildred Hoffman** and Dr. **Mogens Jensen.** For information and application contact Professor Marion Dragoon (212-678-3320), George Rathbone (212-678-3561) or Office of Continuing Education, Box 132 Teachers College, Columbia University, 10027 (212-678-3064). A $100 deposit by June 1 will save you a space at this workshop.

student scope

The New York Student Association Working for You.

What is it that NYS-SCEC does for you and your chapter?

- Implements the *REGIONAL RESOURCE* system — Each chapter has a NYS-SCEC Board member assigned to it to provide your chapter with the latest scoop in what's happening in International CEC as well as what's happening in NYS.
- Sponsors a *LEADERSHIP WORKSHOP* — Each fall, NYS-SCEC sponsors a free Leadership Workshop for all student officers. Topics such as goals, timelines, fundraising, membership, time management, working with others, and Global CEC are covered.
- Publishes *YOURS, MINE, and OURS* — *Yours, Mine, and Ours,* NYS-SCEC's very own publication is mailed to your chapter approximately three times a year. In it are current happenings in the field of Special Education and CEC, chapter news, and other important information.
- Is your direct *VOICE* to International CEC — The VOICE is through regular contacts with international officers and CEC in Reston. Also, our Governor attends the International Board of Governors' meeting to represent you. Voice your concerns to us—and they will reach International CEC.

. . . You. . . and us. . . working for exceptional individuals. . .

Geneseo State (#19)
- sponsored a two-day conference on "The Other Side of Learning"
- coordinates six ongoing programs that work directly with handicapped individuals
- sponsored a high school CEC club

Hunter College (#115)
- undergoing a "renewal and renovation" process

Buffalo State (#117)
- sponsored an Exceptional Experience Week
- planned a camping trip for emotionally handicapped youngsters
- sponsored a panel discussion on life in a community residence

College of St. Rose (#443)
- coordinated a disability awareness program
- held a dance to aid terminally ill children entitled "A Wish Come True"

D'Youville College (#483)
- sponsored a dance to raise money for Multiple Sclerosis

Nazareth (#564)
- became officially chartered in Fall 1983

St. John's University (#654)
- sponsored speaker presentation on "Treatment and Non-Treatment of the Handicapped"

Queens College (#805)
- planning a speaker presentation
- increased membership by 10%

Adelphi University (#856)
- sold bumper stickers "Every Child Deserves a SPECIAL Education"
- planning a speaker presentation

Call For Papers and Programs For The 1984 Consortium Convention

The New York State Chapters of the Council for Exceptional Children (CEC) and the American Association on Mental Deficiency (AAMD) announce that the third Consortium Convention will be held November 2-4, 1984, at the Marriott Hotel in Buffalo. The convention theme is "Thinking and Acting Specially."

Individuals interested in presenting papers or organizing program sessions are invited to submit their programs to the Program Chairperson. All papers to be considered for program sessions must be submitted no later than July 13, 1984.

The Program Chairperson and his advisory committee will be responsible for selecting the papers and programs to be presented. Presentations with workshop, and demonstration formats will be given priority for inclusion in the conference program.

Guidelines for Submitting a Program Proposal

1. Prepare a cover sheet listing your name, position, home, business, and summer address and telephone numbers.
2. Indicate the title of your presentation. Prepare a 100 to 300 word summary of your proposed presentation. Be specific enough for reviewers to comprehend your topic, procedure, and results. Indicate the amount of time needed to present your paper, workshop, or demonstration (program time schedules range from one hour and fifteen minutes to a maximum of two and one-half hours).
3. The person submitting the proposal must receive advance consent from each individual listed in the program and will be responsible for the timely sharing of all information regarding their presentation, if accepted.
4. Submit two copies of the proposal by July 13, 1984, to

   Bernie Kosberg
   Program Chairperson
   The Orchard School
   Andrus Children's Home
   1156 North Broadway
   Yonkers, NY 10701

NYS-CEC and NYS-AAMD 1984 State Conference

November 2, 3, 4, 1984

Buffalo, New York
Marriott Hotel Convention Center

"THINKING AND ACTING SPECIALLY"

Dr. Nicholas Long — *Keynote Speaker*

Rochester Region News

Lori Carlson
Rochester
Regional Representative
50 Catherine Street, Apt. A.
Lyons, N.Y. 14489
(315) 946-3311

The Rochester Region includes professionals and students in nine surrounding counties. Presently there are three registered chapters:

Central Western Chapter #37 and Nazareth Student Chapter #564 located in Monroe County; and Geneseo Student Chapter #19 located in Livingston County.

The following is a list of activities taking place in this region. To donate your needed knowledge, experience, and time, contact the chapter president.

—Rochester CEC Chapter #37 is actively seeking new membership. Past activities included a High Tech Conference Day and a mini-film festival. Get involved by contacting:

Ron Schworm
Central Western CEC Chapter #37
44 Kimbark Road
Rochester, New York 14642
(716) 385-4544

—Nazareth Student Chapter #564 is the newcomer to this area. This chapter has been involved in promotion CEC on and around campus for membership and community awareness purposes. They have also sponsored a dance. In April, this chapter is planning a child abuse seminar. For more information or to become involved, (20% of student chapters can be professionals), contact:

Carol Zogby, *President*
Nazareth Student CEC
18 Crittenden Way
Rochester, New York 14623
(716) 424-3972

—Geneseo Student Chapter #19 sponsors six volunteer programs that incorporate student volunteers working with handicapped children, professionals, and the community. In October, they held a Rocking Chair Marathon raising over $1700.00 for their chapter. February brought Exceptional Experience Week, and in March the members presented its eight annual Special Education Conference which was attended by over 500 people in and around New York State. For more information contact:

Denise Kelly, *President*
Geneseo State Student CEC Chapter #19
College Union Box 54
SUC at Geneseo
Geneseo, New York 14454
(716) 243-3071

State Federation Elections

All nominated candidates for State CEC office were asked to please provide the following information a) a photograph; b) your current position; c) your service record in CEC (include any work at the local chapter, state federation or national level); and d) a 100 word statement regarding what you have to offer the office you seek.

To vote, please use the ballot on the next page of *The Forum.*

Vice President
Jed P. Luchow, Ph.D. (498)
Coordinator of Special Education,
College of Staten Island, CUNY.

Statement—For the past several years I have enjoyed my roles as Faculty Sponsor to Chapter 498 at the College of Staten Island, CUNY and as Professional News Editor for *The Forum.* During 1983-84 I served as Secretary for the Federation and had an opportunity to work with a group of enthusiastic Special Educators. I now feel that I have gained sufficient experience to further represent our membership in New York State. Should I be elected to the position of Vice-President I look forward to serving our chapters and our members for another year.

Secretary
Lois M. Smith, (071), Director of Guidance, Jericho
Public Schools, Jericho, New York 11753

CEC Participation—Active member of the Council for Exceptional Children since 1974, Long Island Regional Representative from 1981-1983, Treasurer, 1983-1984. Participant at State and National Conventions, Conference Coordinator 1983 Downstate Regional Conference.

Statement—Since entering special education as a counselor for exceptional youngsters, CEC has continually contributed to my professional growth. As a candidate for Secretary I offer my energy and interest to try to make our state organization the best federation in the country.

Treasurer
Deborah Swallow Chicorelli

Statement—I was extremely active in the Student Council for Exceptional Children during my college years. I am now a professional and am eager to renew my commitment to better the lives of exceptional children and the professionals who service them. The New York State Federation of Council for Exceptional Children has the ability to become a viable service to all persons involved in Special Education. I am sure that through my participation, I could help this come about.

REGIONAL REPRESENTATIVES

Rochester
Lori Carlson (19)

Statement—For the past five years, I have been an active member in the Council for Exceptional Children, assuming positions on both the NYSSCEC and the NYSCEC boards. Presently, I am serving as the Rochester Region Representative. Given the opportunity, I would like to continue in this position in order to meet the needs of the members in this region effectively.

NEW YORK STATE FEDERATION OF CHAPTERS OF

THE COUNCIL FOR EXCEPTIONAL CHILDREN

OFFICIAL BALLOT
1984

DIRECTIONS:
1. Mark an X in the box of the candidate of your choice.
2. All members may vote for Vice-President and Secretary.
3. Members may vote only for the Regional Representative for the region in which they reside.
4. Ballots are to be returned within fifteen (15) days of receipt to:
   Alexander P. Tureaud
   5 Homestead Lane
   White Plains, New York 10605

Detailed information regarding each candidate is printed in this issue of the *FORUM.*

VICE PRESIDENT *(All members vote for one)*
1. Jed P. Luchow . . . . ☐
2. Other . . . . ☐
(Write name in.)

SECRETARY *(All members vote for one)*
1. Lois Smith . . . . ☐
2. Other . . . . ☐
(Write name in)

TREASURER *(All members vote for one)*
1. Deborah Swallow Chicorelli . . . . ☐
2. Other . . . . ☐
(Write name in.)

REGIONAL REPRESENTATIVES *(Vote only for your Region.*

Rochester
1. Lori Carlson . . . . ☐
2. Other . . . . ☐
(Write name in.)

Albany
1. Sean O'Neill . . . . ☐
2. Other . . . . ☐
(Write name in.)

Buffalo
1. Tom Assenza . . . . ☐
2. Other . . . . ☐
(Write name in)

Long Island
1. Joel Brodsky . . . . ☐
2. Diane Berkell . . . . ☐
3. Other . . . . ☐
(Write name in)

Westchester
1. . . . . ☐
(Write name in.)

STAMP

Alexander P. Tureaud
5 Homestead Lane
White Plains, New York 10605

State Federation Elections *(Continued)*

Albany
Sean O'Neil (943)
Resource Room Teacher, Farnsworth, Middle School,
Guilderland Central School District, Guilderland, NY

CEC Participation—CEC member for over ten years; member Chapter 943. Former representative to NYS Federation CEC Board. Currently member Board of Trustees of Council for Learning Disabilities and NYSCLD Vice President. Employed as a Resource Room Teacher in Guilderland, N.Y. Consultant to NYSUT and AFT on issues related to the education of the handicapped.

Statement—I believe it is necessary for CEC State Federations to maintain an active and energetic presence in CEC. As Albany Regional Representative I shall extend my efforts to carry the CEC message to my region and cooperate with colleagues throughout the state on CEC issues and projects.

Buffalo
Tom Assenza (402)
Vocational Resource Specialist
Erie BOCES #2, Eden, N.Y.

CEC Participation—Chapter 402 Vice-President/Secretary for past two years. Currently serving as Buffalo Regional Representative (filling 83-84 vacancy).

Statement—It is my goal as Regional Representative to facilitate the joint sponsorship of activities between the W.N.Y. Chapter and local student chapters in an effort to create a greater awareness of special education services in Western New York. CEC's strength is its membership, both student and professional. Coordination with other N.Y.S. Chapters through the Federation is essential to this strength. By working together, through sharing ideas and experiences, we can provide increased awareness to the general public regarding special populations, as well as increased knowledge for our members relating to current issues in the field.

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Statement—The establishment of new chapters, revitalization of existing chapters and increase of membership is of great importance to me on Long Island. My goal will be to work with chapter leadership in supporting them in achieving the objectives they set for themselves.

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Statement—Director of Research at the Nassau Center for the Developmentally Disabled in Woodbury, New York. Currently, the principal investigator in a New York State research project to study autism. Prior to teaching at C.W. Post, spent several years as a classroom teacher of emotionally disturbed and learning disabled students.

Has been a quest editor for *The Forum* and is on the *Forum* Editorial Advisory Board. Has published numerous papers in journals, such as the *American Journal of Mental Deficiency, Academic Therapy, Educational Technology,* and *The Forum.*

State CEC Chapter Finder

This list of regions, counties, and chapters is provided to help members locate their local chapters. The chapters listed are registered with national CEC in Reston. If you require assistance in locating a local chapter, you may want to call your *Regional Representative* listed on page two of *The Forum.*

BUFFALO REGION

1. Niagara
2. Erie
3. Chautauqua
4. Orleans
5. Genesee
6. Wyoming
7. Cattaraugus
8. Allegany

Registered Chapters

D'Youville College Chapter #483
State University College at Buffalo Chapter #117
Geneseo Student Chapter #19
Western New York Chapter #402

ROCHESTER REGION

1. Monroe
2. Livingston
3. Wayne
4. Ontario
5. Yates
6. Seneca
7. Steuben
8. Schuyler
9. Chemung

Registered Chapters

Central Western Chapter #37
Nazareth College Chapter (In process)

SYRACUSE REGION

1. Jefferson
2. Lewis
3. Herkimer
4. Oswego
5. Oneida
6. Cayuga
7. Onondaga
8. Madison
9. Tompkins
10. Tioga
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12. Cortland
13. Chenango
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15. Delaware

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ALBANY REGION

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2. Clinton
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7. Saratoga
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9. Montgomery
10. Schenectady
11. Rensselaer
12. Greene
13. Greene
14. Columbia

Registered Chapters

Capital District Chapter #943
College of St. Rose Chapter #443
Russell Sage College Student Chapter #798
State University College at Plattsburg Chapter #1003

NEW YORK REGION 1

1. Dutchess
2. Ulster
3. Sullivan
4. Orange
5. Putnam
6. Rockland
7. Westchester

Registered Chapters

College of New Paltz Chapter (In Process)
College of New Rochelle Chapter #817
Mount St. Mary Chapter #799
Westchester Chapter #615

NEW YORK REGION 2

1. Manhattan
2. Bronx
3. Richmond

Registered Chapters

College of Staten Island Chapter #498
Greater New York City Chapter #742
Hunter College Chapter #115
Lehman College Chapter #432
NYU—Special Education Undergraduate Chapter #750
St. John's University Chapter #654
Teachers College Chapter #45

NEW YORK REGION 3

1. Queens
2. Brooklyn

Registered Chapters

Greater Queens Chapter #1002
Queens College Chapter #805

LONG ISLAND REGION

1. Suffolk
2. Nassau

Registered Chapters

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Long Island Chapter #71
Suffolk Chapter #653

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Presidents' Messages

Dear CEC Members:

July first I began my term as the New York Federation president. I look forward to a year of challenges as well as many growth promoting experiences.

The three main goals that I have chosen for the 1984—'85 year are:

1. To increase communication between the New York Executive Board and state CEC members.
2. To offer current professional information through the state conference, local work shops and the *Forum.*
3. To assess the needs of our members and plan programs to meet those needs.

The New York Federation's prime purpose is to meet the needs of its members. These needs change, as do the needs of our Society. A "needs assessment" will be a part of the winter issue of the *Forum.* The results of this survey will serve as a guide for your Executive Board in planning meaningful goals for the future.

On November 2nd through the 4th, the 32nd Annual New York State CEC and AAMD Conference will take place at the Buffalo Marriott. A conference committee has been planning for and working on this conference for over a year. Dr. Nick Long, renown educator and author, will be the Keynote Speaker. "How Not To Be Handicapped When Teaching Handicapped Pupils" is the title of his session. Those of you who have heard Dr. Long know that he is an excellent speaker and a brilliant educator. This program has been planned for you;—

COME!! Meet your peers; become active professionally and personally.
COME!! Communicate with us; relate to us the issues and concerns that you wish to see CEC address.
COME!! Renew your professional commitment.
Rejoice with new and old friends.
Review current issues and take a stand.

DID YOU KNOW?—

- A school in Utah is experimenting with a 12 month school year. Bills requiring New York State boards of education to provide instruction for handicapped children during the months of July and August were scheduled for hearings in May.

- Over the next 4 years CREATE (the Center for Research and Education in the Application of Technology to Education) will investigate the use of computer technology with handicapped learners.
- President Reagan announced that the Administration has given up its long dormant effort to rewrite the regulations for PL94-142. He said that the existing regulations ". . .are fine the way they are. No changes will be made, and the program will be protected in its present form." To those of you that wrote;—you did make a difference.
- New Yorkers with disabilities can now have quick access to information about job opportunities, test announcements, special accommodations at examinations and work sites, and affirmative action policies through a new toll free HOTLINE 800-635-6333.

The one thing that we can be sure will take place in today's world is "change". WILL YOU BE READY?

Sally Quinby

Dear AAMD Members:

This fall will be an active one for our organization. We are currently in the process of planning for the 1984 AAMD/CEC Consortium Convention to be held on November 1, 2 and 3 at the Marriot Inn in Buffalo, New York. The program includes a wide variety of presentations intended to appeal to the diverse membership which AAMD represents. Among AAMD's contributions to the program will be presentations in the areas of medical prevention, current legal concerns, the role of a professional advisory board in a consent decree for the prevention of child abuse and neglect. As you examine the sample program which is included in this issue of the *Forum* we hope you will decide to join us and are looking forward to seeing you in Buffalo. In addition to the consortium convention to be held in Buffalo, New York State has been fortunate to have been chosen by Region X AAMD as the site for their 1984 conference to be held at the Concord Hotel in the Catskills on September 30, October 1 and 2. The New York State Chapter will hold its annual business meeting at that time and we hope to see you there.

Idajean Windell

NEW YORK STATE FEDERATION OF CHAPTERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

Elections Results

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Long Island — JOEL BRODSKY

VIEWPOINT

Educating Low Incidence Children Where We've Been: New York City Special Education

— 1853 - 1945 —

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Historically, special education evolved as a system for delivering educational services for children with severe handicaps. The earliest educational services were provided around the country in separate settings for the hearing impaired in the 1500's, the visually handicapped in 1784, the idle and truant children in New York City in 1853, the mentally retarded in 1914, the crippled in 1919, the hospitalized in New York City in 1938, and the schools for children needing special help and guidance in New York City (former 600 schools) in 1945.

Most of the children for whom services were provided prior to 1945 had observable disabilities. The disability was clearly a function of the adaptive capacity of the child. For many it was possible to circumvent the disability so the child could succeed in the regular school. Prosthetic devices such as glasses, hearing aids, and wheelchairs made it possible for many children with handicaps to participate successfully in the regular school program.

It was not, and has not, been possible to circumvent the problems of the child with multiple handicaps. It was necessary, rather, to develop programs in special schools in which these children could succeed socially, emotionally, and educationally.

During the period from the early 1950s through the 1970s, major changes were made in the New York City educational system for students with severe handicaps. Among the important changes was the assumption of responsibility for thousands of children with handicaps who had not been in public school programs. This included the population classified as autistic, multiply handicapped, severely and profoundly retarded, and the deaf. In addition, thousands more whose needs had not been understood and who had not been previously identified as having special educational needs were now considered for special school placements. These were the emotionally disturbed and learning disabled students. The assumption of this new responsibility by public education institutions was the result of many related events. This included strong parent lobbies, the civil rights movement that eventually included children, a major commitment from the White House and Congress, successful litigation establishing the rights of handicapped children to educational services and freedom from institutionalized abuses such as those detailed in the Willowbrook Consent Decree. Today, children with these severe handicaps are known as Low Incidence students in the categorical special education administrative organization.

Alvin Toffler in his book *Future Shock,* reviewed what he called "The New Ad-Hocracy." His essential point was that administrators in organizations are becoming less permanent and more transient. Toffler pointed out that this direction can be seen in forms other than administration.

In buildings in our major cities for example, we are moving from long enduring structures to temporary facilities, from permanence to transiency. The structure of the special education hierarchy in New York City Board of Education reflects this flexible organizational scheme. Hence, the request of special education principals to contribute to the contents of this issue.

Among the variety of roles to be found in the field of special education in New York City, only the special school principal appears to have a title and set of functions that are readily understood and consistently applied.

The articles contained in this issue discuss the educational programs in New York City for the Low Incidence population from the perspective of "Where We've Been". The next issue of *The Forum* will discuss the issue of "Where We're Going". Coy Cox describes the Day Schools for Emotionally Handicapped and Learning Disabled Children; Vita Bogart Psychiatric Hospital settings; Tess Sheingorn Schools for the Autistic; Ilse Strauss and Steve Berman the Schools for Children with Multiple Handicaps; Neil Wasserman and Blanche Fierstein the Occupational Training Centers and the Adult Skills Training Programs; and, Sidney Miller and Roz Raphan the Track IV Program.

In addition to the above articles, Dr. Stephen France provides insight into the role of parents of handicapped children in our City schools.

Home and Hospital Instruction services, as provided in New York City to both general education and special education students, will not be discussed in these issues. While many of these students could be classified as low incidence children, instruction and a range of medical, rehabilitative, and clinical services are provided in a setting other than a school.

Overview: The Growth of Special Schools For Problem Children in New York City
1853-1945

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Compensatory education in special schools for maladjusted children is primarily made necessary by the faults of our large urban cities. The effectiveness of our schools are usually tempered by the damage that has been done to a child's values, attitudes, behavior, and knowledges prior to school entry. This report traces the history of the development of the special schools for children with emotional disturbances and undesirable behavior in New York City during the period 1853-1945.

A quiet revolution was fought within New York City during the period of 1853 to 1945 to provide educational and supportive services to those children known as "problem children", "incorrigibles", "truants", and "misfits". The history of education during this period indicates that steps were begun to establish programs in special schools for those boys known to be too episodic in their behavior to be safely included in regular schools.

The revolution to establish for these children the same rights to an education that already existed for others, took on a new meaning in 1853 when the State Legislature passed a bill "to provide for the care and instruction of the idle and truant children" (Joint Committee, 1940 a). Local authorities were expected to enforce this law.

In keeping with this mandate, the Common Council of the old City of New York organized the first truant home for youthful criminals in 1857. It was administered by a Committee of the Common Council initially, and during the period 1862-1876 by the Sanitary Police Department (Joint Committee, 1940 a).

In Brooklyn in 1857, a truant home for children was organized in an old penitentiary building and placed under the juristiction of the Common Council. During the period 1876-1878, it was under the administration of the Brooklyn Board of Education. In 1878, both the New York City and Brooklyn Boards of Education organized a school for truant children. These schools were called "Probationary Schools." In 1896, the New York City Board of Education initiated administration of the Manhattan Truant Home located in a building on East 21st Street (Joint Committee, 1940 b).

The schools of the five boroughs were consolidated in 1898 into the New York City Board of Education. The truant homes continued to be administered by the new Central Board as a place of confinement and a place of labor.

In 1909, the Parental School of the Board of Education was opened in Flushing, Queens. In the 1940 Joint Committee on Maladjustment and Delinquency report, Dr. William H. Maxwell, City Superintendent of Schools, indicated that this school was not to be a prison house or a place of punishment, but a place to engender habits of study, order, diligence, and character. It was to be a building without bars, with school rooms and vocational workshops. At this same time, the Brooklyn and Manhattan Truant homes were organized into schools. The Brooklyn school was housed at the Home while the Manhattan Home housed its classes at old P.S.

120.

In 1918, the special license "Teacher of Truant, Probation, and Parental Schools", was authorized by the Board of Education. There was a separate salary schedule provided to teachers holding this license.

P.S. 61 Brooklyn was organized in 1914 as a probationary school and, in Manhattan, P.S. 37 was opened in 1919. Special guidance classes housed in local schools were administered by the P.S. 37 organization; and, in 1922 the entire organization was made an annex of P.S. 120 Manhattan.

As the demand for specialized services continued to increase, P.S. 37 was re-established as a probationary school having seventh and eighth year classes only while P.S. 120 Manhattan cared for the younger children. In 1929 the P.S. 120 school was moved to the P.S. 174 Manhattan building. Both schools remained independent probationary schools.

The Elementary School Division of the Board of Education assumed the functional supervision of P.S. 37 Manhattan, P.S. 174 Manhattan, and P.S. 61 Brooklyn on October 17, 1938. This reorganization was as a result of the 1940 recommendation of the Probationary School Committee of the Joint Committee on Maladjustment and Delinquency.

Studies of the educational practice during this period stressed the Boards desire to utilize the regular school agencies and personnel where possible and to adjust the educational program to the individual needs of these behavior boys. They tried not to "set apart" groups of boys with the label "bad" attached to them. Emphasis was placed on local schools to develop desirable behavior attitudes and traits for all children, the socially handicapped as well as the normal.

Schools as a social agency, were expected to play an important role in the prevention of delinquency. They had to serve as a coordinating and integrating force that utilized all other social and character building agencies for the training of children.

In 1937, preliminary conferences were held with reports generated that focused on the reorganization of the three probationary schools: P.S. 37, P.S. 174, and P.S. 61. Two members of the Probationary School Committee—Assistant Superintendents Regina C.M. Burke and Benjamin B. Greenberg (1937) made an intensive study of these three schools. They included with their study the results of surveys conducted by the Women's City Club (Committee on Education, 1934-1935) and other civic agencies interested in the schools. They considered, as well, the procedures utilized by other cities for the education of children presenting serious behavior problems.

The following problems were included in this survey: a justification for the existence of such probationary schools; the philosophy motivating a program of education for chronic truants, and for boys manifesting anti-social behavior; a conception of a suitable curriculum, and a consideration of instructional techniques in keeping with this curriculum; supplementary and specialized services available to satisfy the needs of individual boys, and the possibilities of articulation with other services rendered by the Board of Education.

In addition, each of the three schools was studied in terms of its location, facilities, student population, and personnel; and a careful scrutiny was made of the procedures utilized for referring boys to probationary schools, and of returning them to neighborhood or secondary schools. The survey paid particular attention to the environment from which these boys came, and from which they were sent to each of three probationary schools.

The members of the Committee observed the functioning of each of the schools, and on the basis of their studies indicated that the guiding philosophy of the three probationary schools needed to be changed, and a program based upon a knowledge of the needs of each boy as determined by careful preparation of his case history, be developed. An educational program for such boys could not only have as its major objective the achievement of literacy, nor the attainment of success in academic subjects.

A definite policy governing admission to the probationary schools needed to be formulated by the Elementary School Division, the Child Guidance Bureau, and the Bureau of Attendance and Child Welfare. It was important that the schools and other agencies concerned know definitely, through specific statements, what type of boy was to be cared for in the probationary schools, and what procedures were to be followed in referring students to these schools. It was essential that for each boy admitted to the probationary schools, there should be a case history, containing significant data dealing with his personality, his physical and mental condition, and his educational status. There should be statements indicating the known causes of his truancy and the possible reasons for his personality or social maladjustments. The referring schools would have to be specific in their information concerning the steps that had been taken to help these boys overcome their difficulties.

In connection with this referral policy, it was thought highly desirable that the Assistant Superintendents, the Bureau of Attendance and Child Welfare, and the Child Guidance Bureau know what services were then available to assist these truants and behavior problem boys in the Adjustment Classes of the junior high schools, the Opportunity A-B-C-D Classes of the elementary schools, and the C.R.M.D. Classes of the elementary and junior high schools, as well as in the vocational high schools for slow learners who were overage and retarded.

A close working relationship needed to be developed among the probationary schools, as well as with the Child Guidance Bureau and the Bureau of Attendance and Child Welfare. To bring about this integration and coordination of effort, the boys of the probationary schools would be considered as clients of the Child Guidance Bureau. In addition, they would receive all the available services of the Bureau of Attendance and Child Welfare in matters of social service and after-school efforts.

It was important that more complete services were to be provided by the Health Department through the work of doctors, nurses, and dentists. In addition, greater provision was to be made for a home visitor or a visiting teacher, and a counselor, so that the resources of the community may be utilized for the greater fulfillment of the needs of each boy.

The educational program involving a new conception of the curriculum with accompanying instrumental techniques and materials, needed reorientation and radical change. The school personnel needed retraining and, in some cases, reassignment elsewhere might have been necessary (Committee on Probationary Schools (1942).

A review of this report, and the report of the Committee on Adjustment Classes and Schools (Committee to Study Special, 1942), indicates the beginning foundation in New York City for the formation of the Classes for Emotionally Handicapped Children (C.E.H.), Schools for Socially Maladjusted and Emotionally Disturbed Children (S.M.E.D.—600 Schools), Occupational Training Centers (O.T.C.), and the expansion of the two newly organized Institutional Schools (400 Schools).

As a result of the Probationary School Committees report on the inadequate buildings and facilities of P.S. 174 Manhattan and P.S. 61 Brooklyn both schools were closed; P.S. 174 in September 1938 and P.S. 61 in September 1939. The dislocated students were sent to the local elementary and junior high schools. The special guidance classes, which were annexes of P.S. 174 Manhattan, were annexed to the newly organized P.S. 401 Manhattan and P.S. 401 Bronx.

It was also decided that the only remaining probationary school, P.S. 37 Manhattan, located at 87th Street between Park and Lexington Avenues, be reorganized under the functional supervision of Assistant Superintendent Benjamin B. Greenberg that it might demonstrate to supervisors and teachers the desirable techniques for the treatment of emotionally "sick" boys. Lillian L. Rashkis was appointed head of school in the title of Assistant to Principal.

This school, to be known simply as P.S. 37 Manhattan, was to be for confirmed and chronic truants and for boys who presented grave behavior problems. Admission was to be controlled by specific procedures to be followed by the Assistant Superintendents, the Child Guidance Bureau, the Bureau of Attendance and Child Welfare, and the Domestic Relations Court.

Schools referring boys to P.S. 37 were to send to it all known information necessary to set up a program of education that would help rehabilitate these students. The case history, together with a report on the efforts made to meet the needs of these troubled boys, was to be prepared with the aid of cooperating social and guidance clinics and agencies. The insistence upon the careful preparation of these reports was in keeping with the policy to define clearly the basis of admission to P.S. 37 and to facilitate admission to the school.

It was understood that a policy of threatening boys with transfer to P.S. 37, and the pursuance of a "good riddance" attitude habitual with some schools at the time, were to be conscientiously avoided; and that under no circumstance was any stigma to be attached to a boy attending the school. The personnel of the school were to be made increasingly aware of the fact that P.S. 37 was an Opportunity School—a treatment center for boys needing special help and guidance.

P.S. 37 Manhattan had as its objective the modification of emotionally significant behavior for each boy, as evidenced by his actions and reactons not only within the school, but in situations outside the school. It was felt that damage could have accrued to the child through unwise suppression often present in the traditionally accepted classroom; through the acceptance of grade standards used in a literacy type of educational program as a means of measuring progress and achievement without regard to a child's innate ability or to his experiences; and, finally, through a tendency on the child's part to do everything to avoid disapproval, or to engage in any activity in which he felt himself inferior.

The program at the school recognized each boy's personality and his emotional deviation as causative factors in learning and aimed to apply mental health hygiene techniques to the procedures and relationships in the school. To overcome social maladjustments, the school recognized that the boys were deficient primarily in the area of linguictics.

A study of the ethnic distribution of the school indicates that about 50% of the students were black, and that the parents of about 40% of the others came from either Italy or the British West Indies. The median IQ was 86, the range being from 56 to 114. The median chronological age was 14-5, the range being 10-6 to 17-0 (Joint Committee, 1940b).

The school adapted its educational program to the specific needs of each child. It provided remedial instruction in the skill areas as well as it provided for individual student special abilities. A program of individual instruction was organized so that each boy started work on his proper level and progressed at his own rate. It was considered wise not to drive too hard in an endeavor to achieve levels of reading ability which might be beyond the interests or capacities of the student at the time. It was deemed good school policy for the boys to view reading competence in the light of each students mental ability, his various aptitudes, and his social needs and interests. Accordingly, reading was to be treated not as the one and only means of achieving a satisfactory educational adjustment but merely as one of the many tools that may be employed.

This approach was particularly important in light of the fact that the medium reading grade of the school was 5.5; the median arithmetic grade, 5.4; the median spelling grade, 5.6; and the range of ability spreading from the second to the tenth grade.

A survey of the speech difficulties of the population indicated that thirty boys had serious speech deficiencies, such as stammering, lingual protusions or lateral emissions. A number of the boys, however, had special talent in either art, music, or manual work (Joint Committee, 1940 b).

The needs of these boys who came from homes in underprivileged communities were carefully considered. This was particularly pertinent in view of the fact that of two hundred boys on register on December 1, 1940, one hundred and ninety were certified as entitled to receive Works Progress Administration (W.P.A.) luncheons, because their parents were on Home Relief or on W.P.A. projects. In addition, it should be noted that one hundred and ten boys came from "broken" homes. Over 60% of the parents were unskilled workers, and in many cases had no specific vocation or means of a livelihood.

Closely related to the success of the reorganization of P.S. 37 was the success achieved in the training of the schools' personnel. What was seen as of significant importance was the personality of the teacher as it influenced the personality of the boy. This involved in particular the teacher's ability to release certain latent qualities, and to inhibit certain harmful tendencies in the boys. The degree of the success of this special teacher depended upon his own emotional maturity, his skill as a teacher, and his willingness and ability to understand the boys home, his social relationships, and his environment in all its aspects.

Reference is here made particularly to the help afforded by the Bureau of Attendance and Child Welfare, the Child Guidance Bureau, the Domestic Relations Court, the various New York City departments, and the voluntary social agencies of the community. All the available resources of the community had to be considered in the boys relationship to his whole environment; not only to his home, but to all the elements and factors present in his neighborhood likely to affect his behavior. This clinical approach to the treatment of behavior problem boys resolved itself, then, into a complete childcaring system within which all the services and agencies were integrated.

As far as possible for each boy transferred to P.S. 37, a case history was prepared by the referring school with the aid of the personnel of the cooperating agencies. This served three purposes: to control the referral of boys to the school; to give school personnel an insight into situations in the home school; and to stress the need of understanding the influence of social relationships. On the basis of the case history data, a program of education and a plan of specialized treatment were organized. The extent of the service provided by the Child Guidance Bureau is indicated by the fact during the period January to December 1940, 88 complete health examinations, 50 individual Stanford-Binet examinations, 20 psychiatric interviews and treatments, and 30 group conferences with teachers and staff were conducted (Joint Committee, 1940 b).

The services of the W.P.A. home visitors and recreation counselors were also coordinated with the efforts of the Bureau of Attendance and Child Welfare and the Child Guidance Bureau. These workers concentrated their efforts upon the correction and follow-up of physical defects; they directed leisure time activities into proper channels; and, with the aid of character building agencies, they offered guidance along many lines. In addition, they helped bring about a better understanding of the personal and social problems confronting these boys who required special treatment.

A very desirable outcome of this united effort to understand the causes of anti-social behavior, and to organize a treatment, was the readiness with which P.S. 37 considered the desirability of a boy's return to his neighborhood school if he had made satisfactory adjustments. In addition, a procedure was set up for a continuing study of the record of each boy's school and home adjustment after he had been referred back to the neighborhood or to a secondary school.

On September 21, 1942, Assistant Superintendents Phillips and Hastill recommended to the Central Board of Superintendents that additional schools such as P.S. 37 be organized. Their report stated, "gangs of idlers infest the streets more than ever. 'Mugging's have increased, as has prostitution. Gangs of idle boys wait outside girls' junior high schools at dismissal time, and with these gangs the principals vainly endeavor to deal, with very little police aid" (Phillips and Hartill, 1942).

On November 17, 1942, the Problem Area Committee, formed to study problems in certain areas of our city, along with members from the Domestic Relations Court, recommended to the Board of Superintendents that additional probationary schools be established; but that the name "Probationary School" be dropped. Specifically, the Committee proposed the establishment of a probationary school for girls on a city-wide basis and that the number of probationary schools for boys be increased and organized. These schools were not to be organized by neighborhood but on a city-wide basis too (Committee to Study, 1942).

It was not, however, until January 16, 1945, that this request was seriously considered. Consideration came after Associate Superintendent Frank J. O'Brien made a report to the Superintendent of Schools in regards to available buildings to house programs and the cost of establishing new probationary schools (O'Brien, 1945).

On May 22, 1945, Superintendent of Schools, John E. Wade recommended to the Board of Education discontinuance of the use of the term "probationary school" and recommended the establishment of new special schools numbered 601, seq.. His recommendation was approved on July 29, 1946; P.S. 37 became P.S. 602 Manhattan (Wade, 1945).

This approval included the two schools, P.S. 407 Manhattan and P.S. 402 Manhattan because they accommodated children temporarily remanded by the Domestic Relations Court. Two new schools, P.S.

604 Bronx and P.S. 605 were also organized at this time.

Thus began a city-wide program for the rehabilitation of maladjusted and predelinquent children. A board program was planned to include experienced teachers, curriculum specialists, Bureau of Child Guidance psychologists, psychiatric social workers, officers of the Bureau of Attendance, and liaison services between the courts, special agencies and local schools.

Superintendent Wade on April 28, 1947, further expanded the 600 school organization by including the other 400 schools to which delinquent children were in attendance. This included: P.S. 408, Manhattan—Wiltwyck Convalescent Home, Esopus, New York; P.S. 403. the Bronx—Villa Loretta, Peekskill, New York; classes in Bellevue Hospital, Psychiatric Division, which were part of the organization of P.S. 401, Manhattan; classes in the Wayside Home for Girls, Valley Stream, Long Island, New York, which were part of the organization of P.S. 401, Queens; and, classes in Herriman Farm School for Boys, Monsey, New York, which were part of the organization of P.S. 406 Manhattan (Wade, 1947).

No history of the special schools for problem children in New York City would be complete without recognition of Lillian L. Rashkis. She was the educational leader of P.S. 37 Manhattan and the driving force behind providing programs of education and rehabilitation to the needy children of our City.

On April 28, 1947, Superintendent of Schools, John E. Wade reported to the Central Board of Education, "I believe that the program that exits in P.S. 602 Manhattan—former P.S. 37—is based upon a sound educational philosophy. It is ably administered by Mrs. Lillian L. Rashkins, who knows the problems of youth and the kind of educational experiences needed to help youngsters grow into good citizens. I recommend that a supervisory position be created at headquarters and that Mrs. Rashkis be appointed to it (Wade, 1947).

Mrs. Rashkins was appointed to become the first Director for Schools for Socially Maladjusted and Emotionally Disturbed Children —600 schools—in New York City.

Comments:

A large urban school system that attempts to educate all of its children cannnot afford to deny the problems of the poor, the ghetto, the migrant and the immigrant. Compensatory education for the thousands of emotionally disturbed and socially maladjusted children in large cities such as New York, is at least evidence that we as a nation are not willing to seek solutions to the social problems that disadvantage children at an early age. It is difficult for young children to make up for or to overcome, the effects of hostile, insufficient, different and/or indifferent conditions of prior experience and stimulation.

Just as in the period of 1853-1945, the major issue today continues to be our meager knowledge about the effects of poverty and oppression on the learning styles of children. The fact that we know very little about the results of poor nutrition, floating lead, and industrial waste and its pollution on a child's growth and development must be considered as tragic. When we know that we must provide for these children and others who reside in one-parent families, who are forced to live in crowded and dilapidated housing in run-down communities, and who develop self concepts within welfare guidelines, then the question of "most suitable" program is moot. The issue, of course, is our failure to deal with factors of environment and community which affect children before we classify them as maladjusted and emotionally disturbed.

The education programs provided in the New York City Special Schools during the period 1853-1945, compensated for the learning problems of young people who went to community schools without the necessary background of experience to benefit optimally from the program, youngsters who went to school without emotional or physical security, children who went lacking certain cognitive habits and skills, and those who went to school attitudinally unprepared to participate in any area of an academic program.

In preparing this article, I have thought often of the recurrent debates in educational circles on the proper focus on mainstreaming, special classes, and on education in special schools as we move towards a decategorized system of special education. It is unfortunate that there are people who insist upon choosing one extreme position or another rather than orienting their energies toward the need for individual development in the most suitable program. Students who get to a program as a result of exclusion rather than on the basis of plans drawn for their welfare, are victims of a badly managed meritocratic system. We must begin to structure good alternative programs in our community schools and continue to create options in special schools so that all children have the best possible program available to them. We need to continue to vary the institution and the instruction to meet each child's need, and to instill success, status, and feelings of adequacy in some very special people.

One final word needs to be said about the teachers who were pioneers and staffed the early schools for troubled children and children in trouble. The writings discuss their strength and ability to absorb large quantities of provocation, hostility, aggression and negativism without feeling threatened or rejected. Their work with the children demanded a combination of skill and art. They are to be commended for their warmth, acceptance and dedication to the students they served.

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The Role Of Parents Of Special Schools For Problem Children

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The role of parents of handicapped children in regard to their schools and policy makers within the Board of Education has never been well defined. Parents whose children are enrolled in special education classes in community schools are encouraged to join the parents' association. Parents of children attending special schools for the handicapped are encouraged to organize and participate in their own parents' associations. These organizations can have considerable impact on the development of programs and policy for the severely handicapped.

For the past three years I have been a Trustee of Montefiore Hospital as well as a member of its Communtiy Advisory Board. Presently, I am a member of the New York City Board of Education. It appears to me that parents of special education pupils can learn a great deal from the precepts of hospital participation models.

The guiding principles of the model include:

(1) The welfare of the patient is the supreme obligation of all hospital officials.

(2) The Board of Trustees, the policymaking organ of the institution, selects up to ten percent of its membership from individuals nominated from the advisory board.

(3) Advisory Board membership includes both providers and consumers of medicine.

This paradigm evolved from discussions among community leaders and hospital officials. Though there are institutional, legal and organizational obstacles, both groups developed a set of bylaws that transformed parent participation in hospital governance activities.

For many reasons parents of special education students are still developing their own set of formal or informal lines of communication. The genesis of special education rights was the 1976 Education For All Handicapped Act. Though the courts have attempted to outline and monitor standards in special education, it is important that parents and professionals work cooperatively.

From whom can parents seek guidance?

My own experience in the education and health fields leads me to believe that the hospital participation model offers parents a well delineated plan for effective and accountable leadership.

Parents of special education children must join school parent associations. Furthermore, parent associations can profit from instituting the cardinal principle of provider consumer membership and allow professionals including teachers, administrators, and paraprofessionals to join with them to improve the learning of all children. For example, the Montefiore Hospital Board presently has a doctor, dentist, nurse, administrator and several community leaders on it. The providers offer a source of expertise while the consumers present a community perspective for shaping health policy. If parents of special and general education students allowed professionals membership privileges, clearly a symbiotic relationship would develop. Of course, parent—parent professionals associations should insure that the parents retain majority representation.

Also parents of special education children need a more formalized role in the development of education policy. Therefore, education law should be amended to require that each community school board accept nominations from special education parent groups to select one parent member. Proportional representation voting in community school board elections has not yet guaranteed sufficient special education parent presence on school boards which, unfortunately, have been dominated by single special interest groups.

In addition, parents of special education children should assess and participate in every aspect of school activity in order to improve the learning—teaching milieu. From physical education to school lunches: from reading in the content areas to shop: all activities during the day must be intended to increase the knowledge and socialability of the student. Hospitals, complex organizations with significant roles in our society, are held accountable by the professionals and consumer community. Schools must be held accountable, as well.

Rather than seek relief first through litigation, parents of special education children should seek redress from policy makers. The bible for parent participation in New York City is the Board of Education policy statement (1971-1976). *Parents Associations and the Schools.* This document outlining parent rights was completed prior to system—wide changes in special education, promotional gates and vocational education. It is, therefore, silent on parent rights in these areas. Thus, parent leaders need to examine continually the procedures for participating in school policy.

Appropriate parent practices are as indispensible as sound health practices. It is necessary for those involved in education to seek creative examples from other fields in an effort to improve services for the youth of this city.

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A Look At The Special Day School For The Socially Maladjusted Emotionally Disturbed Child

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This article describes the beginning of the Special Schools for Socially Maladjusted and Emotionally Disturbed Children in New York City. Children in conflict were provided with initial assessments, small classes, related supports and an individualized curriculum.

Beginning with a resolution of the Board of Superintendents in May, 1946 (Journal, 1946), to extend the work of P.S. 37, Manhattan, the only school then existing for the rehabilitation of maladjusted boys; The Board of Education over a period of four years organized day schools for children with severe maladjustment problems; remand center schools for children committed by the court as delinquent; and psychistric schools for children being studied and treated in New York City's Psychiatric hospitals. One of these psychiatric schools formed an auxiliary day school for some of the students who were formerly patients in the Psychiartic Division of the Kings County Hospital. All of these schools as a group, were known as "600" schools, with individual schools bearing the designations, 611, 612, etc. They were under the direct supervision of an Associate Superintendent and a director of "600" schools assigned to the Division of Child Welfare.

Mrs. Lillian Rashkis was assigned as the first Director of these Special Day Schools for Socially Maladjusted Emotionally Disturbed Children of the City of New York. In May, 1950, Mrs. Rashkis, in an address at the New York State Conference on Social Work, stated:

> It is not only significant that the Board of Education should be completely aware of the growing numbers of maladjusted and emotionally disturbed children in the schools of this city, but gratifying as well that it has had the foresight to launch an effective program of education for these children. It has extended facilities and opportunities to boys and girls who desperately need the care and affection of expert teachers in at atmosphere where they can grow and develop in a manner that is normal, healthful, and wholesome.

What was proposed in establishing these schools was not a substitute for the community or community schools responsibilities. Whenever possible, the "normal" classroom grouping, scheduling, and program of academic activities under the direction of a "good" groups teacher is a powerful therapeutic device and children should be maintained in this setting for as long as possible.

The teacher, or administrator, who understands the basic emotional drives that underlie all behavior and who appreciate the ways in which these drives are manifested at various stages of development is in a much better position to help the student achieve adjustment or determine when outside help is necessary.

Placement of the socially maladjusted child in a special day school should come only after all resources for the adjustment of the child in a regular classroom facility have failed or if the special help arranged in the home school is inadequate to meet the child's needs.

At the time of the expansion of these schools it was recognized that the large number of referrals were products of the community and sub-culture from which they came. The major task then, as now, seem to be to motivate the community to develop talents and to upgrade the community's service and support to its youth. Studies have shown that the great majority of students admitted to these schools were slow learners with an IQ range of 75-90. Therefore, it remains obvious that local schools should modify programs to meet the needs, interest, and abilities of maladjusted children to prevent dropouts, truants, and delinquency.

The child that was admitted to these day schools was often immature for his age. Although he may have appeared to be bold and brash and wise in the ways of the world and seemed to have all the answers, his actions were nevertheless immature. He was unreliable, did not accept responsibility, and had no urgency to fulfill his obligations at home, school, or in his neighborhood.

This maladjusted and disturbed child was suspicious of adults. Many children had been physically and emotionally damaged by them. In his home the child had been hurt by neglect, by abuse, and by the belittling of his abilities. The teacher, the policeman, or the judge who had sentenced his brother, father, some friend or relative, or even himself, was seen as an enemy.

This disturbed child was often the victim of gross neglect in his home. A review of our records indicates that between 80 to 90 percent of the children came from homes that were not intact because of divorce, separation, or death of a parent. These homes were filled with conflict and were parentless even where there were parents because of their interest outside the home. Parents were unstable, unsecure and in many cases completely rejected the child. Frequently there were physical acts of violence.

It was no wonder that the children admitted to these schools became violent with little or no ostensible provocation. They lied, cheated, defied regulation, were disobedient and engaged in activities that were incompalible with accepted standards.

This emotionally disturbed child was an unhappy, anxious, fearful child who hid his fears and anxieties behind a facade of boastfulness and aggression. He was disturbed by his conflicts, worried by his deficiencies, and upset by his instability. He wanted desperately to be happy, but didn't know how. He wanted to feel important, to do something well, to be praised, to feel confident of himself, to be liked, to be an individual, a *somebody*.

Such were the children who were admitted to the "600" schools for education, rehabilitation and treatment. They were children who were known as misfits and who refused to conform to regulations and routines in their home schools.

Preceding a child's admission to a "600" school, a case history was prepared and forwarded to the special schools principal for initial review. This case history included the students achievements, strengths, attitudes, record of attendances, likes, dislikes and the problems he encounted in his home school. It also included data on his physical condition and his home and community environment.

Close cooperation among clinicians, social workers, guidance counselors and education staff was established to develop the best individual program to meet each child's needs.

Small class registers were considered essential. Despite this emphasis every opportunity was provided for the children to work together in groups, because it was in their lack of social relationships that their greatest weakness was found to exist. Grouping properly however, was recognized as most crucial. An attempt was made to balance the class structure and not over-weight any class with hyperactive children or with the overtly aggressive child.

We were fortunate in finding teachers for those early schools who enjoyed experimenting and learning. For it is the teacher who is the prime figure in establishing a favorable atmosphere where mutual respect and rapport can be developed. Through the medium of the small structured class, established routines, firm but tolerant approaches, the teachers were able to "reach" out and build healthy relationships.

The teacher in these special day schools was usually the last adult in authority who had a "fighting" chance of reaching these troubled children who defied all authority throughout their short life. This was a tremendous responsibility and it was the exceptional teacher who undertook this task.

The children entering these schools all manifested clusters of symptoms. All were academically retarded in the basic tool subjects and presented personality difficulties.

The curriculum for the special schools was determined by the needs of the children and the special abilities of the teacher. These teachers developed and individualized a curriculum which grew out of the needs and everyday problems of these children. Learning experience were provided in terms of the individuality of the child; not in terms of arbitrary standards of achievement set for all children, but at the level of each child's aspirations and readiness. Teachers were expected to have the skills to develop a flexible, student-centered, rather than merely a subject-centered curriculum. Schools used the entire environment and utilized a variety of materials, methods, time schedules and space arrangements to meet changing needs.

While there was flexibility, there was structure. Students experienced strong relationships with teacher and school. As evidence of good response from students, field trips into the community and participation into community activity was fostered. Out of school activities in theatre, recreational areas and interschool visitations were an important part of program. Visitors to the school were amazed to find that students characterized as maladjusted, disturbed or delinquent, reacted so positively to school and exhibited such good manners.

We encounted the most difficulty in engaging the parents into the life of the child and the school. Parents of troubled children are for the most part seriously troubled, overly defensive, and have little insight or desire to deal with their child's problems. However, after easy resistance, parents became increasingly more cooperative through the efforts of teachers, administrators, guidance counselors and the social worker. Many became active in the parent organization of the school.

Annual re-evaluation were conducted to determine whether a student should continue in the special school or return to this home school. Gains for some students were rapid enough to permit their return to the home school after a short period of stay. Many needed a longer stay. Others needed such support that the special school was their school of last attendance. We felt, however, that even these children were stronger in many respects.

We were keenly aware of our limitation in setting-up those early schools but felt that what we were doing would bring about new ways to help these troubled children.

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See You

at the
Convention in Buffalo

November 2, 3, and 4

A School or A Hospital

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The Bellevue Psychiatric Hospital School is one of the oldest continuing public schools of its kind in the country. This article traces its origins and early development. The next Winter, 1985 issue of The Forum will examine changes in program which have occurred in response to the forces of the late 1960s and 1970s that changed society's view of the emotionally disturbed.

The public school system in New York City had its origins in the establishment of a 'pauper' school in 1805 (Berkowitz, & Rothman, 1967, p. 5). Thus concern for the child with 'special' needs was equated with the very foundations of public education. By 1898 the city's educational system had assumed responsibility for 48 'corporate schools' serving dependent, destitute, physically handicapped and neglected children in residential settings and had established 'truant' schools for boys adjudged delinquent by the courts (Berkowitz, & Rothman, 1967). These events created a precedent for the provision of Public Education Services to thousands of children with special needs in residential treatment facilities.

In 1932 recognition of the need for child study and treatment of individual problems was finally institutionalized in the Bureau of Child Guidance (Berkowitz, & Rothman, 1967, p. 14). Educators had finally recognized that truancy, school failure and delinquency were often symptoms of educational disturbances. Even more important was the public school's acceptance of a responsibility to identify and treat these special needs.

It was in this context that Dr. Lauretta Bender, a senior psychiatrist at Bellevue Psychiatric Hospital, requested that the public school system provide teachers for the patients on the children's service (Wright, 1967). Dr. Bender was carrying out pioneer research in the identification and treatment of childhood schizophrenia. She had organized a children's award in October 1934, but it was not until February 1935 that the Board of Education yielded to Dr. Bender's persistence and assigned two substitute teachers to the hospital.

A serious difference of opinion existed regarding the provision of educational services in a psychiatric hospital. It was the attitude of most educators and many clinicians that anxious, impulsive, thought disordered and schizophrenic children were too fragile to adjust to the pressures of school and would not benefit from the experience. Dr. Bender, an expert in childhood schizophrenia among other psychiatric disorders, maintained that a structured, educational experience was a useful—perhaps critical—component of therapy. This theory has become the cornerstone of a philosophy of education for severely emotionally disturbed children.

The Board of Education considered these first classes in a psychiatric hospital as experimental. There were questions regarding appropriate curriculum and technology and even the nature of the children. Since a Bureau for Education of the Emotionally Disturbed did not exist at the time, classes were opened under the auspices of the Bureau of Ungraded Classes (serving retarded pupils) and were organized as an annex of the existing Bellevue Hospital School (Medical division).

The school was first located in two classrooms on the eighth floor of the psychiatric hospital. Two nurses escorted groups of children, some in pajamas, to school. The force of character and commitment of Wanda Wright, (one of the first teachers) who became the first principal, enabled the school to grow from a 'noble experiment' to a school of 150 pupils with a program, a curriculum and methodology.

By 1947 the program at Bellevue Psychiatric Hospital was an independent school. Several annex programs were developed by the school in day treatment centers and other psychiatric hospitals. During the years that followed similar models were developed first at Kings County in Brooklyn and later in four municipal, five voluntary and several state hospitals.

In the 50 years since Dr. Lauretta Bender organized the children's service, approximately 40,000 children have been enrolled in the Bellevue School. The number of patients hospitalized in a single period of time, the range of problems and the length of hospitalization have changed over the years. Several movements in the field of mental health, child care and education account for these changes.

Rooted in the changing society of the late 1960s and 1970', the twin movements of minor advocacy and deinstitutionalization have radically altered the nature of hospitalization and residential placement of children with social and emotional problems. Minor advocacy—the recognition of the child's right to legal representation as an individual—and deinstitutionalization, based on the right of patients to treatment coupled with philosophic commitment to treatment at home and/or in the community, significantly reduced the number of patients in long term psychiatric or residential placements. Progress in medication therapy has also contributed to the reduction in the length of hospitalization.

By 1974 these changes in treatment planning, length of hospitization and availability of other educational and clinical alternatives had had an impact on the nature of the Bellevue School and the structure of hospital programs. Referral to the hospital was still made by parents, the school system, the courts and other agencies. Children were still hospitalized for diagnoses and evaluation, crisis intervention and acute care, treatment planning and placement referral. The severity of presenting problems had not changed; patients still might be psychotic, suicidal, depressed, self-destructive, (and often assaultive), schizophrenic, autistic or with character disorders. However, the range and intensity of illness was changing—patients with less severe problems were seen less frequently. An increasing number of patients were hospitalized for 90 days or less.

In 1967, the school served 120 patients, five to 17 years of age, 98% of whom were hospitalized. By 1972 this population was only 60. Today the school serves an average of 150 pupils, ages 5 to 21, 60% of whom are patients residing at home or in community based group homes.

PROGRAM

The school day in the hospital is five hours and thirty minutes as required by New York State Regulations. Children in elementary classes spend approximately 70% of their week with their class teacher while receiving instruciton from specialists in shop, dance, motor education, music, art and home economics during the remaining time. This provides both the emotional support of a stable meaningful relationship and the specialized curricular diversity that these children need.

Adolescents (ages 12 to 21) are grouped by age, academic performance and social — emotional needs in a core group for instruction in language arts and social studies. During the remainder of the week, pupils participate in a departmentalized program encompassing instruction in math, career education, science, shop, foods, art, music, dance, and physical education. Vocational training includes food preparation, practical nursing, paraprofessional training, publications, maintenance and clerical skills.

Diagnostic-Prescriptive programs are provided in reading, composition and speech-language therapy and are provided for both children and adolescents.

A number of the most valuable features of the school program were once considered to be dangerous or impractical by many professionals. Through 'trial' and experience, we learned that sharp instruments are not used aggressively if they are serving a relevant, specific educational purpose under proper supervision. Pupils have taken hundreds of exciting school trips without running away or causing a serious disturbance.

Most of our pupils had never appeared on a stage. This ego strengthening, satisfying activity was denied to them because of their erratic behavior. At Bellevue, hundreds of pupils have participated in plays, musicals and awards assemblies exhibiting their creativity and talent. Few, however, have been as enthusiatic as the boy who, refusing to take off his costume, arrived at the State Psychiatric Hospital dressed as George Washington!

A school in a psychiatric hospital conjures up images of locked doors, floppy slippers and pajamas with 'Bellevue' stenciled over the heart. In this environment the school is a normalizing experience. The school is located in an open area with conventional classrooms lavishly decorated with pupils' work. Children no longer wear pajamas in school.

What is the role of a school in this unusual setting?

The first teacher-administrator, Wanda Wright, and the renowed psychiatrist, Loretta Bender, were convinced that an educational experience was therapeutic for the children as well as intellectually and developmentally desirable and appropriate. The years since 1935 have validated the psycho-educational experience in a psychiatric hospital setting.

The hospital has served two populations—short term (90 days) and long term patients. Attendance in school may begin within a day, sometimes within hours of admission, providing a 'normalizing' experience reducing fears and structuring time for the patient. Teachers contribute to the total diagnostic process—not only in terms of specific skills of languague, reading, math, critical thinking, and general knowledge. Teachers serve as trained observers of pupils' cognitive and social behavior in the group setting. Under stressful conditions they assess behaviors that are not observable in the therapeutic relationship of clinician and patient. They participate in a professional team that makes diagnostic decisions and placements.

The school provides a realistic environment for socializing experiences within a rational structure. Pupils learn, sometimes for the first time, to accept basic routines and participate in a learning experience. The teacher, with understanding and humor, sets limits and provides the control which the pupil may lack, but desperately desires. It is through teachers—the foundation of a successful educational program—that the pupil begins to accept learning. A skilled teacher providing a non-threatening environment for learning helps to change children's attitudes toward school.

One of the strengths of a school in a psychiatric hospital is the opportunity to work with mental health professionals who provide new insight into the development and behavior of children and contribute to the professional growth of school personnel. Working in a team provides a mutual support system and enables each member—psychiatrist, psychologist, nurse, and each professional to contribute to the treatment of the patient.

A school program should evolve in response to change in the student population, community conditions and the society's demands. The hospital school, built on a firm foundation, has changed to meet the challenges of deinstitutionalization and PL94-142. These changes will be explored in our next edition.

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The Occupational Training Centers (OTC)

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This article traces the development of Occupational Training Centers serving retarded youth, ages 15 to 21. These centers provide concrete experience designed to develop social and occupational skills necessary for successful involvement in competitive or sheltered employment.

The Occupational Training Centers are designed for educable and trainable mentally retarded young adults, ages 15 through 21. The Centers provide concentrated instruction and training in social and occupational skills to prepare the young adult to maintain himself in competitive or sheltered employment and achieve maximum functioning in the adult world within their capacities.

The preparation of mentally retarded young adults for employment is accomplished through activities approximating the conditions and situation as they exist in the world of work. The program is shop-oriented. Occupational shops are organized to develop and improve desirable work habits, skills and attitudes. Some of Occupational areas include: Building Maintenance, General Industrial Skills, Publications, Gardener's Helpers, Garment Trades, Home and Family Living, Food Preparation and Service, Travel and Messenger Service, Office Practices. Training is also provided in social-recreational experiences to prepare the individual for social-occupational adjustment.

An integral part of the total program are work experiences which include work-study (volunteer and paid work experiences), part-time employment and eventual job placement in competitive industry or sheltered workshops.

Curriculum development has been effected to provide a developmental job-oriented instructional program in Occupational education. The design for curriculum is to provide a total course of study, emphasizing the manual and non-manual skills needed by a mentally retarded adult to maintain himself in the community as a worker and social being. Functional learnings and skills are incorporated in every phase of the program.

There are presently five occupational training centers, one in each borough.

The Occupational Training Centers are a direct result of parents and professionals cooperation. In the early 1960's parents, through voluntary agencies, petitioned the State Education Department and the New York City Board of Education to provide services for the mentally retarded beyond age seventeen (*Elgin v. Silver,* 1958). Prior to this effort, the education for children at that time ceased at age 17 under the compulsory education law.

Upon approval of a design, originally entitled an Occupational High School (Hungerford, 1949), and developed by the Bureau of Children with Retarded Mental Development, the first program opened in February 1962. This program was officially called the school for the Mentally Retarded ages 17-21. After much concern about appropriate titles an agreed name came about—Occupational Training Center.

The first such facility opened its doors in Manhattan and provided service to the entire city. The admission limits included the ability to travel independently, on public transportation and seats were only available for the educable mentally retarded population over age 17.

To provide more service this one program, with one building principal, organized two annexes for trainable retarded students. One annex was opened in the Bronx and a second in Manhattan. The focus of these programs was on activities of daily living and a limited view for sheltered work.

With the technical assistance of the Bureau for CRMD this, first OTC there began an effort to open similar programs in each borough. In the fall of 1966, sites were located in Queens, and in Staten Island, and the Occupational Training Centers began operating. In the fall of 1967, the Brooklyn Occupational Training Center opened its doors.

At this juncture, there began the programmatic inclusion of both educable and trainable students. In 1970, leased space was identified for the Bronx OTC and that borough began to provide service. In 1973, the need for a Queens satellite was felt and an annex was opened on the Rockaway penninsula. In 1980, the Bronx OTC moved into a new building, as did the Richmond OTC.

Paralleling the development of the OTCs was a program for the severly disabled which began in 1975, called the Adult Skills Training Center. This program was funded through federal sources and provided services for an unserved population, many of whom were previously served in institutional settings. In 1978, these programs, which were housed in varied settings from Church basements to free standing, and with populations of 25 students to 175 were placed under the supervision of the principals of the Occupational Training Centers.

This movement of programs, which provide services to the same age population with similar and often overlapping disabilities, has now created one identifiable school and one principal in each borough with one or more annexes.

The Occupational Training Center program has continued to grow steadily since its inception. As the population has increased and become more diverse the curriculum and shop experiences have expanded to meet the needs of the wide range of trainees who attend. School buses are provided for those unable to travel independently.

The O.T.C. organization now includes an Adult Skills Training Center which addresses the needs of severely retarded young adults. This program provides a training experience in areas of community living, self-help skills, preworkshop training, perceptual motor skills, total communication, and socialization training.

The overall goal of the O.T.C. program is to provide a social-occupational education which prepares the trainee for work, home, and community living. This is accomplished through a specialized program which includes shop classes, work study experiences, functional and developmental academic classes along with such supportive services as counseling, speech and language therapy, health, adaptive physical education, psychological testing, social services, and travel training.

The O.T.C. program objectives include:

1. To attain proficiency in basic vocational skills of manipulation and coordination through the construction of useful production projects.
2. To provide experience with special equipment in a number of industrial and home living areas.
3. To develop positive social and work skills, habits, and attitudes through individual and group experiences.
4. To direct into gainful employment opportunities in competitive and non-competitive situations.
5. To encourage trainees to attain a realistic understanding of their own capabilities and limitations with respect to becoming useful and productive citizens.

The curriculum has been formulated to provide a developmental job oriented program with instruction in a variety of occupationsl areas. The O.T.C. simulates realistic work settings to provide a vehicle which imparts job readiness and occupational skills. The wide variety of program offerings maximize trainee independence in travel skills, personal, social, and emotional adjustment areas.

The main portion of the trainees' day is made up of shop classes. Other classes are designed to enhance independent living skills.

A listing of shops include building maintenance, ceramics, child care, coffee break, craft, floral design, food service, garment trade, general industry, messenger service, needlecraft, office practice, plant ecology, and publication. Of special interest is the Boutique Shop which is set up as a simulated retail store. Items produced by the trainees in the shops are sold. Trainees in Boutique learn to participate in all aspects of retail sales by writing sales slips, operating the electric cash register and calculator, making change for customers, wrapping packages, labeling merchandise, and keeping shop inventory records.

Self-help classes include functional and developmental academics, adaptive physical education, home living, language experience, total communication, aerobics, and music perception, and personal grooming.

Each of the Occupational Training Centers conduct extensive work/study programs usually in the boroughs they serve. Large numbers of mildly and moderately handicapped students are exposed to a mainstreamed training experience through a supervised community service placement. Competitive skills are taught and refined during these on-the-job periods resulting in a significant record of a actual employment upon graduation.

Reports from O.T.C. Job Developer indicate that the most recent employment trend points to very specific categories of available jobs for their students.

These are: food service, building maintenance-environmental services, office skills, and messenger service.

All of the O.T.C. curricula are designed to offer extensive vocational training for these entry level career areas.

Off campus training programs are not easily established without good planning and hard work. Constructive placements require knowledge of the community, personal contact, job skill analysis, and student selection. Further success greatly depends on close monitoring of the students and "employer" participation in the evaluation process

The O.T.C.'s, while individualizing their methods, have demonstrated the ability to train handicapped students for work.

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A School For Autistic Children

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Classes serving autistic children are a relatively recent development in the public schools. This article describes the history of the development of a comprehensive program in the New York Public Schools. It highlights the progress that has been made and identifies the problems that still require resolution. In the Winter, 1985 issue, the future of such progress and unresolved problems will be discussed.

In 1959 two mothers sat in the waiting room of a prestigious metropolitan hospital in New York City yet another expert opinion of the failure of their sons to develop as most children do. They discussed places that they had turned to and people who had diagnosed their children. There had been labels and diagnoses but no treatment was forthcoming that helped their youngsters.

One mother had heard of a school opened by Dr. Carl Fenichel that was helping Brooklyn and Queens Autistic Children. These Manhattan parents sought his help in opening a school in their borough. With a pledge of support and an assist from Dr. Fenichel (League School of Brooklyn), the parents organized the Association for Mentally Ill Children (AMIC). The Board of Directors—parents and friends—were unusual in their commitment, energy, and intelligence. They were confident that their efforts would make a difference in the lives of severely handicapped, autistic children.

Dr. Fenichel provided part-time clinicians and a teacher - administrator for the school's first year. The school moved very quickly from its original home in a Brownstone to the First Presbyterian Church House in Greenwich Village. The original enrollment of 3 grew to 17 in three years. Five teachers and an executive director were added as staff of this private school serving Manhattan and Bronx autistic children.

With the passage of New York State's Speno-McCloskey Bill in the mid-sixties (New York Education Law, 1964), additional funds were made available for education of emotionally disturbed children. Professionals and parents petitioned the Board of Education for funds and it was decided that, because of the intensity of the needs and difficult behaviors of these pupils, special New York City teachers would be assigned to the existing program at AMIC rather than move children to a new setting in a public school building. This resulted in an unusual blending of private and public school resources.

The Private School provided the building and clinical services. The Board of Education assumed the responsibility for provision of teaching, paraprofessional and administrative staff, equipment and lunches. A public school designation—p 226 Manhattan—was made. Over the years, classes administered by the principal of P 226 Manhattan were opened in a community public school building. Before the advent of PL 94-142, autistic children were being served in these public school classes. A number of the more severely handicapped young children remained in classes located in the AMIC building.

The program provided experiences in the area of self-care, socialization, daily living activities, speech and language, arts and crafts, music, pre-vocational education, industrial arts, movement and physical education. The academic included reading, writing, mathematics, social studies and science. In the early years, students won prizes in the television Channel

13 contests for art, and in The New York State Poster Contest. They participated in Special Games and received other awards at the Special Arts Festivals at Teachers' College, Columbia University.

Much progress has been made in establishing programs for autistic children. Since the passage of PL 94-142, special units have opened in public schools throughout the city. More than 450 pupils are now being served.

Board of Education programs serve pupils until age 21. We have worked closely over the years with several agencies to help prepare sheltered workshops to accept our young adults. Such agencies as the Association For Children of Retarded Mental Development, AHRC, and Job Path, have been most cooperative. Much more must be done in the areas of competitive and non-competitive employment, as well as residential placement. Present and future issues in the education of autistic children will be explored in the next issue.

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Center For Multiple Handicapped Children

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Some ideas find their time in history, others create the time. The Center for Multiple Handicapped Children is an example of the latter principle—a program designed to meet the needs of multiple handicapped pupils became a model for unserved pupils. The marriage of professionals, advocates and parents that made this progress possible, created a force that challenged things as they were and brought about a new opportunity for these pupils.

In 1971, under a Title III, ESEA grant, the Manhattan Center for Multiple Handicapped Children opened its doors to students for whom there was no suitable educational program within existing or planned special education facilities.

Independent evaluations documented the success of the program. The Center was declared a National Demonstration site and granted an Educational Pacesetter Award in 1973.

As more and more multiply handicapped children were identified, additional centers were established in Queens, in Brooklyn and in the Bronx.

In February, 1968 an idea was born. At that time, members of the Office of Special Education and Pupil Personnel Services of the New York City Board of Education met with representatives of parent groups, non-public school and Title III, Elementary and Secondary Education Act personnel, to try and reach consensus regarding the need for a new kind of public school facility. It was unanimously agreed that the education and habilitation of multiple handicapped children was both a serious and unsolved problem for all involved. A committee, representing public and private schools, state and federal agencies, parent and child advocacy groups was designated to "start the ball rolling".

A proposal (the establishment, 1969) was developed for Title III, Elementary and Secondary Education Act, federal funding which addressed the needs of the very special children who had slipped between categories in special education bureau, inter-bureau, and non-public school programs.

Although the idea of a Center for Multiple Handicapped Children was conceived in 1968, the germ of that idea goes further back in time. In 1961, Richard Lubell, Assistant Superintendent of the Office of Special Education and Pupil Personnel Services, organized an interdepartment committee with representatives from specialized community agencies to deal with the difficulties of placing Multiple Handicapped Children in existing school facilities.

For seven years, meeting once a month, this Committee reviewed cases of multiple handicapped pupils who could not be sustained in any existing special program without additional supportive services. When necessary, individual cases were referred to a special screening team (including a Pediatric Neurologist, Psychiatrist, Psychologist, Psychiatric Social Worker, Supervisors of Special Education Pupil Personnel Services, and other specialists as needed). Wherever possible total resources of all committee members were coordinated to effect specialized school placement.

Eventually, a special class was established in a school where a number of inter-disciplinary services could be utilized for a limited number of multiple handicapped pupils. A special education teacher with several competencies, together with a half-time speech improvement teacher, was assigned to the class which had a maximum register of 5 children. Careful daily logs and records were kept so that progress could be measured. The intensive individualized program and service provided in this class made it possible for a number of these multiple handicapped pupils to find permanent placement in other existing special classes in regular public schools.

Through the work of the Committee and the establishment of the single special class, a number of issues became clearer. Documentation revealed that multiply handicapped individuals, previously believed to be almost impossible to educate within a public school, could make astonishing progress given the appropriate educational setting and support services. In addition, the committee identified increasing numbers of unserved multiple handicapped children. These children required a very sheltered setting which could provide therapeutic and habilitative services as an integral part of the educational program (1971).

The first such public school in the country, the Center for Multiple Handicapped Children in Manhattan opened its doors on January 18, 1971. The road leading to that exciting day was frought with detours, obstacles, potholes and a number of smaller annoying bumps. A last minute trip to Albany to justify all objectives, obtaining a three and one-half million dollar commitment, a prolonged planning period, the search for an appropriate site, the contract puzzle, construction delays, health, fire and housing codes, staff selection, screening procedures, pupil identification, home visits, bussing, ordering furniture, supplies and equipment, lunches and more led to a two-year period between proposal approval and the opening of school.

What was so different about this school? It was developed through an interdisciplinary committee, under the leadership of Madeline Dalton, Director of the Bureau for Children with Retarded Development, which was determined to devise an organization plan and educational philosophy which would include, rather than exclude, children. Secondly, students would not be grouped on the basis of handicapping conditions(s), but rather on their functional needs.

The leadership of the Center reflected a transdisciplinary team approach. Dr. Edmund Horan (Bureau for Children with Retarded Development) was the project Director, Gerald Ehlich (Bureau of Child Guidance) coordinated Clinical Services, Dr. Alan Schulps (Bureau for the Education of the Physically Handicapped) supervised the instructional program and Dr. Alfred Scherzer, Medical Director, was responsible for the therapeutic and habilative service program. The administration of the school reported directly to Dr. Helen Fuelner, Assistant Superintendent, Division of Special Education Pupil Personnel Services.

Staffing for the school included teachers from every area of special education, speech teachers, who in addition to class responsibilities, served as resources for classroom teachers, other staff members and each other. The clinical team, consisting of social work, psychology and guidance developed and implemented intake and evaluation procedures. They were directly involved in the classroom with instruction and behavior management and as members of the crisis intervention team when necessary. The medical component, nurse, occupation therapist, and physical therapist were involved with providing ongoing therapeutic service which could be integrated into the classroom. Paraprofessionals were assigned to each room to assist in this total program. Daily workshops, training sessions and team meetings were instrumental in developing this unique, exciting and innocative school setting.

The Center for Multiple Handicapped Childen provided a transdisciplinary approach to the education of children with more than one disability. In the Center, intensive educational, remediational and rehabilitative services were employed to provide an appropriate program for each child. The children represented the full range of intelligence and had multiple handicaps which included neurological impairment, physical handicaps, and disabilities in the area of language, hearing, and vision. Further, the children served by the Center were those for whom there was no educational program within existing or planned special educational facilities as well as those with multiple disabilities whose primary educational needs were not clearly determined.

Children were accepted into the program who had a variety of handicaps. The diagnostic categories included those identified as metabolic or central nervous system disabilities, birth defect children, brain-injured, cerebral palsied, mentally retarded, emotionally disturbed, blind, deaf, language and hearing impaired, seizure disorder, and muscular dystrophy.

The combination of disorders manifested themselves as disabilities in language and communication, in perception, gross motor and fine motor and academic areas.

The program objectives of the Center for Multiple Handicapped Children fell under four broad categories which may be described as follows: (1) to provide classroom instruction for multiple-handicapped children; (2) to provide training for professionals and others within and outside of the Center for Multiple handicapped Children; (3) to foster programs of community relations and dissemination; and (4) to conduct research and evaluation programs.

The program at the Center for Multiple Handicapped Children was based on the philosophy that the education of a multiple handicapped child required a many faceted program derived from a thorough knowledge of the child's medical and family history, abilities, disabilities, and potential. Nongraded classes, functional grouping, and individually prescribed instruction were some of the techiques that were enployed to match the uniqueness of the child with an educational experience that benefited him optimally. Structured small group and individualized activities were utilized to develop the child as a social being. Special materials and audio-visual equipment were used to provide multi-sensory experiences for children whose limitations required broader based sensory input.

Staff members were involved with the children in the following areas:

The classroom teacher developed a highly individualized prescription for each child. Grouping in this non-grade Center cut across diagnostic lines. Working together with other teachers, paraprofessionals and all other staff members as a team, a unified approach was developed that met the educational, social and emotional needs of the child. Activities of daily living skills were incorporated into the class activities. Toileting schedules and toilet training was developed in cooperation with the medical team.

Para-professionals were indispensible members of the staff assisting in both the educational and clinical components. The speech therapists evaluated and diagnosed speech and language problems, offering intensive individualized corrective programs. The breakfast and lunch program was planned to provide meaningful group activities as well as individual prescriptive instruction and feeding therapy.

The health needs of each child were given careful attention by the medical director and staff nurse.

Interviews by social workers and guidance counselor provided initial and on-going social services to children and parents as well as counseling.

Psychological testing helped to define each child's emotional, social and educational needs and provided counseling and crisis intervention.

The occupational therapist helped children in activities of daily living and offered a program of perceptual training.

The physical therapist carried out the prescription of the medical director and reinforced the physical therapy activities in the classroom.

Parents participated in individual and small group meetings to help plan each child's program and evaluate progress. An integral part of these meetings was the development of a home training program that would reinforce school activities.

The original Center for Multiple Handicapped Children in Manhattan was evaluated by Dr. Leonard S. Blackman and Dr. Leroy P. Clinton (1972) of Teachers College Columbia University during the school year 1971-72.

In the evaluation summary Dr. Blackman (Blackman and Clinton, 1972), commented that there is little question but that the proof of the pudding for any educational program is the growth of the children in it. An analysis of the data relative to the progress made by the children revealed that they had significant gains on several academic skills and adaptive behavior variables as measured by the "Individual Pupil Profile" (Berman & Potter, 1975), a scale constructed by Center for Multiple Handicapped staff.

The Center had demonstrated that the education of multiple handicapped children in classrooms is both feasible and desirable. One concrete piece of evidence was that a number of the children were "graduate" in June, 1972 and returned to other special programs.

The evaluation summary also mentioned that the involvement of parents in the program must be considered an unqualified success. The parents overridingly proclaimed their satisfaction with both the quantity and quality of contacts with staff of the Center. They were pleased with the program being offered and perceived their children as benefitting by it.

In conclusion, Dr. Blackman stated that the center for Multiple Handicapped Children can also be looked to as a model for establishing programs for parents and community involvement. Lessons have been learned here that can be useful not only for other Centers in the future but for the full range of public education.

Plans should go forward to expand the number of facilities available to these children.

In July, 1972, after a vigorous review process, the Center was accepted as a tax-levy Board of Education program with funding set at previously established levels.

In July, 1974, the Center for Multiple Handicapped Children was selected as a Developer-Demonstration Project and a National Demonstration site. The objectives of the National Educational Pacesetter Award was to promote replication of Center for Multiple Handicapped Children throughout the city, state and nation.

Materials were prepared to assist and encourage other localities to replicate the Center's program (Horan, 1971).

In 1975, The Queens Center for Multiple Handicapped Children was opened, followed in 1976 by the Brooklyn Center for Multiple Handicapped Children and in 1977 a Center was established in the Bronx.

Many professionals have been involved in the establishment and expansion of the Center for Multiple Handicapped Children. However, the one person who was most instrumental in all areas, planning, implementing and expanding was Dr. E.M. Horan. Without his unflagging optimism, expert advice, ongoing support, and belief in the educability of these special children, the whole idea might have floundered.

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Note

We want to pay tribute to Dr. Horan's memory and wish he were still here to see how the Centers have grown and assist all of us in planning for the future in these new and different educational times.

Track IV: A Program For The Severely And Profoundly Retarded

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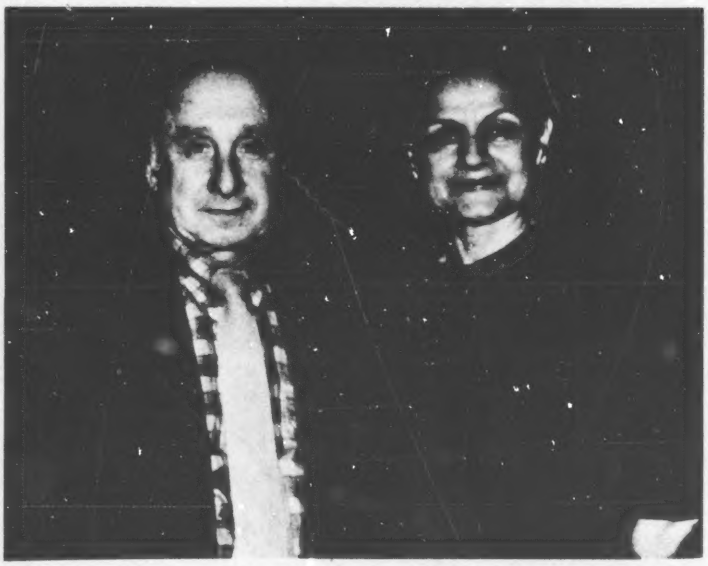

Placement of students in public school programs for the severely and profoundly retarded has brought those children, once thought too low functioning to teach, into the educational system. Small classes with low pupil-teacher ratios that focus on self-help care, activities of daily living and pre-vocational skills have proven successful in enhancing individual growth and greater independence. Staff development, stressing the role of the teacher as an interdisciplinary team member as well as close parent involvement, plays a major role in the success of the program.

For many years, severely and profoundly retarded youngsters were excluded from public schools. Because they were deemed inappropriate for public education. New York State paid tuition in private schools under the Grenberg Law (New York Education Law, 1966).

As more children were identified, the Association for The Help of Retarded Children (AHRC) opened classes to provide schooling for a small number of low functioning children. This permitted youngsters to live at home or remain close to their community in a normal environment in contrast to institutionalization. In 1972, AHRC asked the New York City Board of Education to take over the nine classes existing in the Bronx and Brooklyn, serving youngsters aged 7 to 21.

As the Bureau for Children with Retarded Mental Development BCRMD program expanded, it included institutionalized youngsters from the Developmental Centes who were capable of being bussed to classes in public schools. With enactment of PL 94-142, the program for the severely and profoundly retarded began to admit children with much lower I.Q.s. Before long, arrangements were made to serve profoundly handicapped, non-ambulatory children ages 4 years 10 months through 21. This program, which came to be known as Track IV, offered care and education to a historically neglected group by utilizing a variety of educational and therapeutic skills.

Heading the list of priorities was the maintenance of the retarded family member at home or in the community. In order to lighten the burden on the family and help the retarded child gain acceptability, activities were designed to emphasize the development of a variety of functional skills. The curriculum focused on sensory motor stimulation with exercises to make the child more aware of himself and his environment. Activities of daily living encompassed skills to promote greater independence through self-care activities, e.g. brushing teeth, self-feeding, dressing and toileting. Language stimulation and development including signing were a strong curriculum component and encouraged families in their contact with the children.

Gross motor development was taught through adapted physical education techniques especially tailored to each student's ability and needs. The Bureau (Division, 1982) developed its own Adapted Physical Education (APE) curriculum with lessons and exercises to improve ambulation, muscle tone and over all gross and fine motor experiences.

Emphasis was placed on the development of acceptable social behaviors and pre-vocational skills including sorting, color, size and shape discrimination, and item assembly. These activities resulted in improved self-image as well as better social skills.

In the early days of the program, as now, teamwork between parent and teacher played a significant part in the child's progress. Parents were invited to observe classes and follow-up exercises were demonstrated for reinforcement at home. Teachers and supervisors met to share observations and suggestions: training workshops and interdisciplinary conferences created a professional environment in which the focus was on the needs of a unique population.

The issues and concerns that surrounded this new program were not readily laid to rest. The appearance of children and teenagers with little or no self-help skills, many with self-stimulating and self-abusive behaviors, in the public schools posed unique educational and management problems. For the first time. there were large numbers of youngsters who required total or partial help with feeding. Children had to be taught to chew and swallow on an individual basis; careful monitoring was required to minimize the possibility of choking. Lunchroom food was inappropriate—soft or puree foods were essential. Toileting also required training, scheduling or total care from teachers and paraprofessionals.

Health problems were a major concern. The large number of children who were seizure prone, scheduled for daily medications, requiring suctioning and other medical interventions, was staggering.

Clearly, there were new horizons to seek in the refinement of a program for this special group. However, many goals had been realized in the challenge to effect closer home-school ties, greater acceptance by schools and community, and improved functioning in a segment of our population that heretofore had been relegated to little more than custodial care.

References

Division of Special Education (1982). *Adaptive Physical Education Program* (rev. ed.). New York: New York City Public Schools

New York Education Law (1966) S 4407 as passed in the 1966 New York Laws, Chpt. 70.

Professional News

Dr. Jed P. Luchow (498)
Professor
Department of Education
St. George Campus
The College of Staten Island
130 Stuyvesant Place
Staten Island, New York 10301

Deborah Tulloch (Chapter 45) doctoral student at Teachers College, Columbia University, has won a $600 thesis incentive award from the American Foundation for the Blind. Tulloch, enrolled in the department of special education, is writing a dissertation studying how infants' vision affects their visual memory and language skills. A native of New York City, she is conducting the study in cooperation with SUNY College of Optometry Infant Vision Center.

Richard Allington, Ph.D. (Chapter 248) of SUNY at Albany, as a consultant for Scott Foresman Company, has introduced a new K-8 basal reading series entitled, FOCUS: reading for success. This series provides a direct instructional focus on core reading skills within a traditional basal reader format. The topics at each reading level were selected as appropriate for older readers who have previously experienced reading difficulties. The instructional design extends teaching and practice activities on each core skill well beyond that typically found in traditional basal series.

For additional information contact Dr. Richard Allington, SUNY at Albany, 1400 Washington Avenue, Albany, New York 12222 or 518-457-5137.

The Program in Psychoeducational Practice, Teachers College, Columbia University is sponsoring COMPUTER STRATEGIES, a unique training opportunity for L.D. and reading specialists; psychologists and counselors; and teachers and parents.

This Continuing Professional Education offering will feature presentations by program leaders with both theoretical expertise and practical experience in using computers to: increase the quality and volume of work; teach individuals, groups, and entire classes; enrich the education of gifted and average children; and help learning handicapped children.

The November 16th, 17th, and 18th, 1984 workshop will be held on the College's New York City campus.

For more information, please write or call Dr. Philip Fey, Director, Office of Continuing Education, Box 132, Teachers College, Columbia University, New York, NY 10027; 212-678-3064.

student scope

What Is The Plan Of Action For NYS-SCEC's for 84/85?

- Newly elected officials to the NYS-SCEC Board
  - —Nancy Yumpano: President-elect; Geneseo State
  - —Nathan Phillips:Governor; D'Youville College
  - —Kathy Blew: Teasurer; Geneseo State
  - —Alice McGuinness: Secretary; Russell Sage College
  - —Pat Burns: Membership Chairperson; Geneseo State
  - —Bridget Barr: Publications Coordinator; Russell Sage College
  - —Ida Holeman: Advisor, Geneseo State
- New Board meets at Geneseo

  The new Board has already held their first meeting May 21 and 22. Goals and objectives were developed as well as programs to implement them.

  Some of the programs for 1984/85 are: a continuation of Regional Resources, 3 issues of YOURS, MINE & OURS, development of a Resource File, SCEC & CEC pairing, and convention preparations.
- October 12 - 14 Leadership Workshop

  — Ithaca, New York is the setting for our Leadership Workshop. This will be a time for SCEC officers to become further educated about CEC and SCEC. Lectures and discussions will be held to develop chapters as well as leaders. All NYS-SCEC chapter leaders are encouraged to attend — at no cost.
- Fund Raisers

  — This year again, "New York State An Exceptional Place to Live" T - shirts will be sold. It is our goal to reach the general public as well as CEC members. We shall also be selling candy at the NYS Convention in Buffalo. LOOK for us there!
- Summer Preparations

  — Over the summer, questionnaires have been sent to past presidents to find out what they believe to be the important needs of their chapters. After this information has been compiled the Board hopes to more fully meet their needs in our withstanding programs.

  — All of the officers have spent time during the summer months making initial contact and developing programs.
- Chapter Development

  — From the questionnaire and Regional Resources, schools with a need for further help will receive a visit from one or more of the Board members. This will prove to be an exciting and effective way to develop NYS-SCEC.
- In addition

  — We, the present Board, would like to commend and thank last year's Board for doing a tremendous job. The programs developed are viewed as excellent and it is our goal to continue and refine them.

Keynote Speaker **Dr. Nicholas Long** Saturday, November 3, 1984 10:30-12:30

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CEC/AAMD Convention
Hotel Registration Form

Arrival Date ______________________ Time ____________M Check Out Date ____________________

CHECK ACCOMMODATIONS DESIRED

☐ Single.......$52.00

☐ Double.......$52.00

☐ Quad.......$52.00

☐ Twin.......$52.00

Name (s) ____

Address ______________________________________ Phone ________________

City & State ____ Zip Code ____________

☐ Written Confirmation Requested

Check Out Time is 12:00 P.M.

Send reservations to:
Marriott Hotel Att: Kathleen A. Hartmans
Buffalo Marriott Inn
1340 Millersport Highway
Amherst, New York 14221
(716) 689-6900

THE COUNCIL FOR EXCEPTIONAL CHILDREN

AMERICAN ASSOCIATION ON MENTAL DEFICIENCY

"Thinking and Acting Specially-- the Key"

CONSORTIUM CONVENTION 1984

November 2, 3, 4, 1984
Marriott Inn, Buffalo
1340 Millersport Hwy, Amherst, N.Y.

CALENDAR OF EVENTS

Thursday, November 1, 1984
Preconference Activities:
1. Early registration 7:00-9:00 P.M.
2. CEC Executive Board Meeting

Friday, November 2, 1984
1. Coffee and Danish Hr. 8:00-9:00 A.M.
2. Registration 8:45 A.M.-5:00 P.M.
3. Exhibitors 9:00 A.M. - 5:00 P.M.
4. Leadership Training Institute Breakfast 8:30 A.M.-11:45 A.M.
5. Division Business Meetings: DEC, Organization of Division of Career Development 10:00-11:45 A.M.
6. Session I "Special Film Theatre" 10:00 A.M. - 11:45 A.M.
7. Official Opening/Lunch—Lawrence Gloeckler, NYSED speaking on "NYSED faces the Future" 12:00-1:45 P.M.
8. Session II Workshops 2:00-3:15 P.M.
9. Sessions III Workshops 3:30-4:45 P.M.
10. WINGS SOCIAL 5:00-7:00 P.M.

Saturday, November 3, 1984
1. Coffee and Danish Hr. 8:00-9:00 A.M.
2. Registration 8:00 a.m.-12:00
3. Exhibitors 9:00 A.M.-5:00 P.M.
4. Division of Learning Disabilities Breakfast with *Dr. Wm. Cruikshank* 8:30 - 10:15 A.M.
5. Session IV Workshops 9:00-10:15 A.M.
6. PLENARY SESSION/KEYNOTE SPEAKER "DR. NICHOLAS LONG" 10:30-12:30
7. Lunch 12:30 P.M.-1:45 P.M.
8. Session V 2:00-3:15 P.M.
9. Session VI 3:30-4:45 P.M.
10. Presidents' Wine and Cheese Party — AAMD & CEC 5:00-7:00 P.M.

Sunday, November 4, 1984
1. Breakfast
2. Film Theatre
3. Tours to Niagara Falls

Keynote Speaker

DR. NICHOLAS LONG
Author of "Conflict in the Classroom"
Director of The Rose School, Washington, D.C.
Professor at American University.

SESSIONS ON:
- Legal Policy Issues
- Feuerstein's "Instrumental Enrichment" and Learning Potential Device"
- Gifted and Talented
- Learning Styles
- Prevocational/Vocational Training
- Early Intervention Programs
- Teacher Burnout
- Research Issues
- Aging Out
- Bilingual Special Education
- Assessment in Academic and Social/Emotional Areas
- Creative Arts Therapy
- Technology in the Classroom—Application for Special Educators
- Test-taking and Memory Strategies
- Parent/Teacher Communication

DEMONSTRATIONS BY EXHIBITORS

FILMS

Poster Sessions/Crackerbarrel Sessions

THE COUNCIL FOR EXCEPTIONAL CHILDREN

AMERICAN ASSOCIATION ON MENTAL DEFICIENCY

"Thinking and Acting Specially -- the Key"

CONSORTIUM CONVENTION 1984

NOVEMBER 2, 3, 4

CONVENTION PRE-REGISTRATION FORM

Reduce fee for Pre-Registration (All fees will be increased by $5.00 at the time of the conference).
Registration fees include lunches on Friday and Saturday and a Wine/Cheese Party on Saturday.

Please Check	Regular	Student
FULL CONFERENCE	$45.00	$25.00
ONE DAY *(Check day below)*	$25.00	$15.00

Friday ☐ Saturday ☐

Name ______________________________

Address ______________________________

Phone (area code) ______________________________

Institution _______________ Program _______________

Advisor's Signature for Students ______________________________

Affiliation: AAMD CEC Student None

Send pre-registration form and check/money order to: Patricia Bazulka, 6310 Milleville Cr., Sanborn, N.Y. 14132. For information (716) 878-6433/731-3688

PAYMENT MUST ACCOMPANY PRE-REGISTRATION FORM POSTMARKED NO LATER THAN FRIDAY, OCTOBER 12, 1984.

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the FORUM

582 Baldy Hall
SUNY/Buffalo
Amherst, N.Y. 14260

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